

# University News

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ANAND P. SRIVASTAVA

## **Our Academic Life — A Perspective**

K.G. MEENAKSHI

## **Elitism in Higher Education**

S.S. SAHJ

## **Excellence in Distance Education**

P.M. MOHINKAR

## **Financial Management in Agricultural Universities in Maharashtra**

G. RAM REDDY

## **Quality in Higher Education — Convocation Address**

SOUTH ASIAN YOUTH SUMMIT

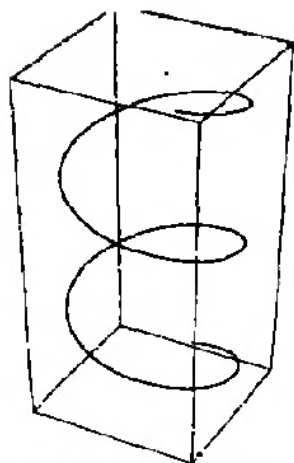
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```
In [ 1 ] := 3 ^ 50
Out [ 1 ] = 717897987691852588770249
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In [ 2 ] := N [ ( 2 - M ) / ( 2 + M ) ]
Out [ 2 ] = - 0.384615 - 0.923077 I
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In [ 3 ] := FindRoot [ BesselJ [ 0, x ], { x, 14.5 } ]
Out [ 3 ] = { x -> 14.9309 }
```

## Numerical Computation

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```
In [ ] := Integrate [ x / ( a + Exp [ x ] ), x ]

      x^2      x Log [ 1 + E^x ] PolyLog [ 2, - E^x ]
Out [ 1 ] = - - - - -
      2a      a      a
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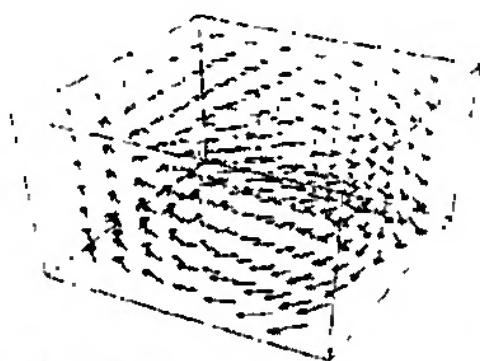
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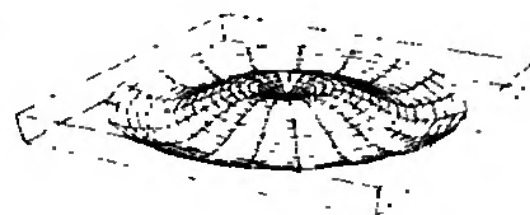
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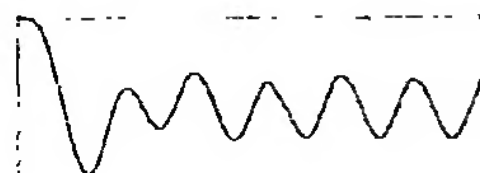


3D vector plot

```
In [ 1 ] := << Graphics SurfaceOfRevolution
In [ 2 ] := SurfaceOfRevolution [ Sin [ x ],
      { x, 0, 2 Pi } ]
```



Revolving the Sine Function



Solution plot of 2<sup>nd</sup> order ODE

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# UNIVERSITY NEWS

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Editor :  
SUTINDER SINGH

# Our Academic Life A Perspective

Anand P. Srivastava\*

## Dark Spots

Neglect of duty by the academic community is not a recent phenomenon. It has been prevailing all along in the educational world in some kind and degree. Adam Smith in his classical work, *The Wealth of Nations* (Book 5, Part 3, Art 2) states that academics, "make a common cause to be all very indulgent to one another, and every man to consent that his (her) neighbour may neglect his duty provided he himself (she herself) is allowed to neglect his (her) own...the discipline of colleges and universities is one for the case of the masters". Adam Smith wrote this about the British and French higher education in the last quarter of the 18th century. The present day conditions in India appear more alarming than those of the 1770s of the European scene. Many commissions and committees have tried in vain to improve our higher education system. The academic culture in our country has deteriorated to the rock bottom. Seminars on "Teachers' Accountability" have no doubt been conducted but concrete details of accountability have not yet emerged. Do we need to induct a relevant *Hippocratic Oath* for our faculty when they join as teachers? Before drafting such an oath we have to concretise the aspects of disjunctions, lapses and neglects in our academic life as teachers. Our academic community, not able to grow must be a victim of certain unfavourable phenomenon. What could be the possible handicaps? Some of them are :

1. Making of teachers in higher education is highly narrow and specialised. Their total academic culture is circumfenced in a limited scope of a part of a subject. There is nothing in their making which may deal with a teacher moulding an adolescent into a dynamic adult. A teacher during three to four decades of work is unable to pursue larger ideas, inter-disciplinary details and some vital elements of the universe of knowledge. The broad academic growth of an average academic appears to be very limited during one's life time.

2. An academic lives, works and communicates in isolation from other members of the faculty. A strong element of atomization prevails in our colleges and universities. People seldom talk to each other on academic issues. Teaching is a profession where one is left to do what one wants to do. It is practically impossible to connect teaching details with others in a specialization dominated department or the college as a whole.

3. Faculty generally avoid academic discussion and dialogue among themselves even on academic policies, curriculum and assessment, etc, in order to avoid division, unpleasantness and infighting.

4. Even then a division prevails in departments and colleges mostly on the lines of seniors and juniors, leaving little scope for peer roles and mutual learning. Personal politics appears to be rampant on each cam-

\*University Librarian, University of Delhi, Delhi-110 007.

pus. Shadows of political parties on our campuses have practically destroyed our collegiality. Culture of tolerating differences is on the decline, if not totally absent.

5. Our higher education has total absence of assessment of teaching and learning either jointly through departmental meetings or through peers or through students or through self evaluation. In absence of evaluation of teaching and learning no development should be possible in a teacher's personality and ability.

6. Course rotation for teachers is not a common feature in our academic life. This trend is likely to seal the academic growth of a teacher because a teacher shall not be required to learn from other teachers, e.g., what books were used by them for a specific course or if one's notes could be borrowed, for dealing with a new area of knowledge.

7. We have reached a stage largely through the rotation of headship where no accountability is required even for not taking one's assigned classes. The spirit of a teacher is seldom hurt if classes are missed.

8. A teacher owns no responsibility for the academic progress of his/her student. Under this feature of our academic life there may be no scope for growth of a teacher as well as a student. The concept of improvement of quality, therefore, should appear to be *exo-genus* to our higher education.

9. We seldom contribute to new knowledge.

Each academic has to examine these pathological symptoms individually. The nature of prevailing academic environment is such that process of diagnosis cannot be imposed from outside. Once a teacher is aware of these major issues the rectification of these problems in one's personality should not be difficult. It is just the lack of awareness of these phenomena which may be a vital factor in the resultant dark side of a teacher's life. Living under such a scenario of academic starvation for three to four decades of teaching career dries down a teacher's mind and soul and the life ends up in total frustration.

### Bright Spots

The negative characteristics described above do prevail in majority of teaching departments. However, there are some efficient departments which are teaching effectively in our universities and colleges. Some major characteristics of efficient departments are the following :

1. The teachers in such departments sincerely value teaching and are aware of evaluating total teaching in a cooperative manner.

2. Such departments have regular interaction between the teachers for promoting sound teaching and workload equity prevails.

3. The teachers have ability to welcome differences of opinion among themselves and take teaching as a cooperative work.

4. The teachers possess no generational inequity. The peers help juniors and also learn from them.

5. The rotation in course assignments takes place with mutual agreement with full cooperation between the ex-teacher of a course and the new teacher.

6. Such departments shall have one device or another for student evaluation of teaching. The teachers believe that this process does have some merit concerning the quality of course and the communication ability of a teacher.

7. The head of the department possesses a high quality of academic nurturing. The head helps in creation of atmosphere for effective teaching and learning.

8. In such departments an approach of consensus dominates, roles and powers are shared, process of consultation is a routine, differences are ignored and aspirations are shared. Such a department remains free from the pollution of atomization and isolation.

9. The faculty in such a department shares research findings and academic writings. The total quality of the department grows in a spiral way.

Parker J. Palmer sums up the attributes in following sentences :

"Knowing and learning are *communal acts*. They require many eyes and ears, many observations and experiences. They require a continual cycle of discussion, disagreement and consensus over what has been and what it all means. This is the essence of *community of scholars* and it should be the essence of the classroom as well..." (Change, Sept/Oct, 1987.)

The main task for academics in our country, therefore, is to convert themselves from a collection of physical-form-individuals into a dynamic entity of academic psychological group by sharing common academic objectives and purposes and by interacting with each other as a team of teachers for building a new generation.



## **Innovations Needed in Teaching Departments**

The situation in our country demands innovations in teaching departments, which cannot be achieved unless dynamic leadership is provided by thousands of heads of departments. The headship of a department is largely taken as an administrative responsibility with no or least concern for qualitative aspect of instruction-cum-learning roles. Our department heads attend to only administrative functions and maintenance chores. Research and Development (R & D) activities of the department are not one's concern. Department heads are in reality not providing supervisory leadership, team leadership, organisational leadership, and above all educational leadership to teaching departments. We should be convinced that our teaching departments have to perform, as a group, the following activities:

- i. establishment of teaching-learning objectives and goals,
- ii. designing of curricula with units,
- iii. selecting and producing learning materials,
- iv. providing for individual growth of a teacher in teaching-learning processes,
- v. building team approaches of cooperation and mutual support, and
- vi. facilitating change and improvement in departmental activities and the faculty's performance.

Many studies have been conducted in western institutions to rate effectiveness of teaching departments which is achieved not as a matter of accident but by sound planning and determined efforts. For making a department effective, each teacher will have to ask the following questions :

1. Is each teacher willing to adopt modern approaches and techniques? Is there innovative approach in working?
2. Do departmental meetings focus on sound teaching-learning processes?
3. Do teachers borrow and share ideas mutually, by talking? Also, do they know what colleagues are doing in teaching-learning processes?
4. Do teachers discuss about their teaching problems when they meet formally or informally?
5. Can students provide input in teachers' work without causing inconvenience to anyone?
6. Is the faculty willing to go for a change for the better?

7. Are conflicts solved on the lines of modern managerial techniques?

8. Do the members of teaching departments keep abreast of new knowledge and new materials, and meet people from other institutions?

9. Does the community feel proud of its teachers?

A very high percentage of our teachers will have negative answers to these vital nine questions. Yet, no organised efforts are being made to improve things in our colleges and universities.

Dr. Gowarikar Committee of the University Grants Commission has rightly verbalised these pathological phenomena as, failure of Indian universities to generate a *self-supporting intellectual life*. But remedy suggested by the Committee is the usual bureaucratic pattern of establishing an inspectorate through the National Accreditation Board. An evolution in the academic life of an individual teacher in a department of a college or a university can take place only through self-realisation, persuasion, willing localised collaboration between the teachers concerned and of course by dissemination of relevant knowledge of "Do's and Don'ts". Inspectoral approach is bound to fail, particularly if it is through a centralised National Board.

Progress in cultivating evolutionary academic growth in a localised teaching department has to be through the head of the department and peers in a college or university. It is a continuous process requiring whole-hearted endeavour by all the components of a teaching department. The University Grants Commission has contributed a great deal but its role of governing our universities and colleges has damaged the spirit of a teacher. There is a kind of psychology prevailing in the country that any innovation is to be done by the UGC and its think tank committees in a centralized manner. We forget that the recommendations of the UGC get stuck in the Central Office of a university and seldom find their way to departmental sectors and practically none reach the classrooms. No innovation is likely to be feasible if the local teaching department is not the theatre and teachers of the department are not the script writers, directors and actors of innovative themes.

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# Elitism in Higher Education

K.G. Meenakshi\*

These are days when one would like to guard oneself with the armour of 'egalitarianism' for fear of being labelled 'elitist' with its antidemocratic flavour. In this context, William A Henry III's work, *"In Defense of Elitism"* makes strange but interesting reading.

To speak and stand up for elitism, one needs courage and conviction. One may hesitate to agree with the attributes the author considers as valuable — 'respect for leadership, esteem for accomplishment especially when achieved through long labour, rigorous education and reverence for heritage and upholding of objective standards etc' for fear of being branded anti-democratic but as one goes through his arguments against egalitarianism in higher education, one finds a sense of logic and pragmatism. His forceful argument in favour of restricting the flow into higher education institutions carries conviction. He bemoans the 'opening of the academy' as he calls it, resulting in higher education becoming education of numbers. He does not agree with Bill Clinton's call for the fusion between academic and vocational tracks. In fact he advocates a division between the academic and vocational tracks, diverting what he calls the 'also-rans' out of the academic track into vocational one. (Those who are familiar with the college scenario in our country know very well that there are many who are misplaced in the higher academic stream.) What is striking in his espousal of the principle of selective and restricted flow into colleges, is its relevance to our education scenario. What we are witnessing today is a large inflow of students into higher education stream—perhaps for want of a better alternative. We have not thought of a diversionary route at the end of 12 years of schooling. Does this indicate a learning boom? One is astounded at the manner in which post-higher secondary educational institutions are sprouting in our country as no man's business — many of which offer even high profile professional courses like MBA. Does the mushrooming of colleges augur well for the future? One hesitates

to answer in the positive. Ill planned and unbridled growth in the number of post higher secondary educational institutions offering bachelor's and post-graduate degrees can do irreparable damage to our social fabric by creating a mismatch between demand and supply. Higher education seems to have become a commodity that could be acquired without hard labour and serious intellectual pursuits.

We are anxious to ensure a large inflow into our colleges probably under the misconception that larger the flow greater is the strength of democracy. Once a large inflow is encouraged we have to make sure that this huge mass comes out of a pipeline of higher education with a degree. In this process quality becomes the first casualty. Our methods of testing and evaluation are tailored to serve this objective. Are we doing the right thing by producing graduates of dubious quality? In this atmosphere we find it difficult to set high standards and are driven to dilute our higher education.

This is what is happening in most of the colleges — whether those students will be able to stand up to the rigours of the various professional sectors is highly doubtful — especially when we are entering the arena of global competition.

What is needed is a proper assessment of manpower needs and selective training of human resources in a purposeful manner without frittering away our resources. The unrestricted growth in quantitative terms of institutions of collegiate education, some of which do not even have the minimum infrastructure, needs to be curbed.

The UGC in its note on Community Colleges speaks of the mismatch between demand and supply in our higher education. It points out to the irony that even though our economy is expanding unemployment continues to baffle us by its dimension. What is called for is objective thinking to redesign our post secondary education in a manner that it fulfils national goals.

Instead of going in for Arts and Science colleges offering traditional courses, let us start thinking in

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(Contd. on page 11)

# Excellence in Distance Education

S.S. Sahi\*

Today distance education has been accepted as a well recognised mode of education which is relevant to the existing demands of the society. It has been developing in a good pace for the last few decades. As per the latest data available there are over 779 University level institutions in 95 countries offering more than 33,254 courses through distance mode of education. Indira Gandhi National Open University being national apex body for the promotion, coordination and determination of standards of Distance Education in the country has launched 57 programmes offering 368 courses.<sup>1</sup> Commonwealth of Learning (COL) has also recognised IGNOU as a centre of excellence in distance education with manpower and material resources for participating in the promotion of distance education in developing countries of the world.<sup>2</sup> Besides, there are five more state open universities and 45 institutes of correspondence education in India which are actively engaged in the promotion of education through distance mode. Distance Education Council (DEC) being a statutory body under the IGNOU Act, has already sent guidelines to all the state governments for the establishment of state open universities during the Eighth Plan (1992-97). The present paper has been written with a view to generate excellence in distance education in the country. The excellence in distance education may be achieved by the following:

## Periodic Revision of Self Instructional Material

Production of self instructional material is an important activity for the successful practice of distance mode of education. However sound the theories of distance education may be, their usefulness and viability depend to a greater extent on the production of learning materials. The kind of writing required for such materials is quite different from writing a lecture or an article. What is most important here is to keep the learner in mind and imagine that we are tutoring an individual learner. First of all, course-writers should have sufficient experience in writing distance teaching materials. If such

people are not available, the next preference should be writers who know very well their subjects and do possess teaching experience as well. Periodic revision of course material will help in maintaining standards as well as in achieving excellence in the system. In U.K. Open University, the revision of the course material is generally done after a period of five years. The course revision should be undertaken in a planned manner by ascertaining learners' comments, tutors' comments and comments of the experts, etc.

## Translation of Course Material

Translation is and has always been an important facility in education. In various disciplines it serves as a bridge to the knowledge available in different languages.<sup>3</sup> It is, thus, an integral part of any modern education system. To lead the learner towards self-learning, the process of translation should be a part of course material preparation. The presentation of the translated materials should be both conversational and self-instructional.

## Counselling

Counselling covers a variety of activities in distance education such as informing, advising, etc. Majority of the students do not turn up for counselling sessions (face to face) again due to various constraints such as geographical, physical, economic, etc. The counselling should be modified in such cases in order to achieve excellence in distance education. Teleconferencing is a latest method by which counselling can be provided. In India, IGNOU has this capability, but it is too costly an affair on the one hand and limitations regarding the number of persons which is six due to some technical reasons on the other. Even telephone answering machines are very much available everywhere. We are already making use of such machines at telephone exchanges, railway stations, airports, etc. Teletext service is also provided at DD2 channel for the viewers. Various packages such as 'INFORLINE' for general information, 'ADVICELINE' for advice to students, 'CHOICE LINE' for choice of subjects, 'LIBLINE' for library holdings and 'EXAMLINE' for date-sheet of Term-End Examinations and examination related information may be developed for achieving

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\*Assistant Regional Director, IGNOU Regional Centre, Karnal (Haryana).



excellence in distance education. Apart from the above, telephone counselling may be organised by arranging a counselling desk with STD facility for answering students' queries. Counselling by letter is another important method. But in such a counselling, a word of encouragement should be mentioned in the beginning as well as while closing the letter for motivation of the learners. Counselling by audio/video cassettes is also quite common but it needs constant revision. Number of data get changed with the passage of time and a/v cassettes become irrelevant, if remain unrevised, especially in case of science and technology.

### **Technology in Distance Education**

Technology integration occurs when teachers facilitate application of technology in a sustained way to promote and support students' progress and participation in the mainstream learning. The multimedia courses in distance education system need the services of educational technologists, television and radio producers besides academicians. These experts should work together. Educational technologists play an important role in broadcasting and telecasting activities.<sup>4</sup> Latest technologies, if applied would enhance the possibility of achieving excellence in the system. New media also increases the amount and level of interaction between a student and the learning material.

### **Integrated Library Support**

There is no doubt about the importance of integrated library support to distant learners. No formal Distance Education Library System has been developed yet which is acceptable all over the country. In most of the open universities in India libraries have been established at the Headquarters, Regional Centres as well as at the study centres. But the books and other audio/visual materials are not being given to students on loan. The libraries at the study centres do not have sufficient seating capacity. Either the books should be lent to students for home studies or the library should provide sufficient sitting place to the users. Without either of the provision, the basic purpose of the library is defeated. Mobile libraries, if introduced would enhance the interaction between books and readers.

### **Non Print Media**

Non print media plays a significant role in achieving improvement in distance education. Informative programmes include news-bulletins, eco-

nomie data, political events, cultural, social messages, etc. Such programmes have direct bearing on distance education. IGNOU and UGC are also providing educational programmes primarily to educate distant learners. These programmes are supplementary in nature and provide enriching experiences for learners. As additional sources of information these programmes provide support to face to face teaching or printed text material available with distant learners. The general public also view IGNOU Programmes with great interest.

In order to improve upon the system of distance education as a whole and pedagogical transactions in particular with the help of Educational Television (ETV), we should adopt strategies to exploit the media. One of the strategies is the use of formative evaluation in planning, producing and utilizing ETV. Surveys may be conducted to gather data about the students' reaction to programmes. IGNOU has expertise in both research and production and is equipped to undertake various training programmes. Such programmes should be organised for various agencies involved in the production of audio/video programmes in order to maintain standards in the system.<sup>5-7</sup> Similarly radio programmes which are related to particular curriculum should also be prepared.

All such programmes should be revised periodically, to enable them to stay current.

### **Evaluation**

Unfortunately, majority of the people involved in distance education do not know about the basic purposes of evaluation which are diagnostic, motivational, guidance and certification respectively. They are not properly informed about the techniques available to them for multi-dimensional pupil-assessment. An examination generally tests a students' scholastic achievement i.e. his proficiency in the subject matter. It provides a situation in which only the objectives of knowledge and to certain extent skills are realised. It does not go beyond that. But evaluation on the other hand tests not only proficiency in a subject but also enables one to assess the realisation of the objectives of knowledge, understanding skill, application of understanding, attitude, expression, appreciation, etc. In distance education system, the regular interaction between the learners and teachers does not take place. However, students are asked to submit some specified assignments. The academic counsellors after evaluating



those assignments give their comments, which act as a feedback and is communicated to the learners regularly, and the evaluated assignments along with the comments i.e. feedback are returned to the students before the examinations. Delivery of evaluated assignments to the learners after the examinations will hamper the basic purpose of such feedback. Evaluation provides a feedback which identifies a student's strengths and weaknesses. Such a feedback plays a major role in guiding his future efforts. Feedback serves the purpose of guidance. Besides assignments, self-instructional printed material also provides scope for self-evaluation at the end of each unit. IGNOU's study material is providing such self-evaluation opportunities to the learners.

A satisfactory evaluation programme should :

- i) permit a wide range of freedom in curriculum materials,
- ii) provide for the measurement of more than just the ability to recall information;
- iii) produce an evidence of growth or progress towards the important objectives;
- iv) help to diagnose students' strengths and weaknesses;
- v) pinpoint areas where remedial measures may be desirable;
- vi) motivate learners towards better attainment and growth; and
- vii) bring out the inherent capabilities of a student, such as proper attitudes, habits, manipulative skills, and understanding in addition to conventional acquisition of knowledge.<sup>8</sup>

### Research in Distance Education

A continuous programme of research is necessary for the development of distance education system. In order to find out the effectiveness of the system and its acceptability in society, the staff engaged in research programme should undertake studies and conduct surveys in order to find out the usefulness of the student support services to the learners. A proper research methodology would be required to carry on various research activities. Self observation, interviews and to get data through questionnaires will be highly useful in getting the response from the learners. The data so collected should be analysed and results of research should

be sent as feedback to course designers, organisers of students' support services in order to improve upon the distance education in the country.

### Continuing Education for Staff

Continuing education is viewed as all activities and efforts by staff to upgrade their knowledge, abilities, competencies and understanding in their respective fields of work or specialisations so that they can become more effective professionals and be able to handle the responsibilities of greater scope and accountability. Continuing education in distance education has been interpreted from three angles. Firstly, it helps towards the retention of certain basic minimum skills. Secondly, it helps the staff to keep abreast of new developments. The distance education personnel should maintain and improve competency continually by updating knowledge, skills and attitudes. Thirdly, it helps the staff in terms of moving ahead with times. Future may put some pressure and might compel certain changes and the distance education institutions should be ready even before the demands manifest to take up the new challenges. In IGNOU, the establishment of a Staff Training and Research Institute in Distance Education (STRIDE) in 1993 with support from the Commonwealth of Learning (COL) for development of human resources for distance education has been a milestone in this direction. It identifies training needs of distance education personnel, develops suitable training strategies as well as offers instructional packages and organises staff development activities, etc. Under the auspices of IGNOU, STRIDE is now engaged in the development of short term/long term training programmes for various people engaged in distance education not only in the country but also in the South Asian Region.

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# Financial Management in Agricultural Universities in Maharashtra

P.M. Mohitkar\*

## Introduction

The agricultural universities have made significant contribution in the field of agricultural research, extension and education justifying the investment of public funds. They are serving as pivotal heads of new knowledge, instruments for increasing agricultural production and transforming the rural life.

By and large the agricultural universities in India have been successful in their primary objectives of achieving a phenomenal increase in agricultural productivity and in gaining the confidence of Indian farmers. This has earned them a high degree of credibility from people in the rural areas. Many of these universities have become strong in terms of trained manpower, adequate physical and financial infrastructure required for high quality education, research and extension. However, many of them have not yet come up to the expectations of the country. The future agriculture of India needs to move away from exclusive commodity focus to a greater emphasis on development of new agricultural system integrating the various activities like marketing facilities for processing, delivery of farm inputs and availability of credit and agricultural policies, in order to fulfil the challenge of feeding the expected population of 935 million by the end of this century.

## The Problem

The universities are financed through public funds and therefore, they have some special obligations. In recent years, both general and agricultural universities are faced with financial problems due to the constraints in grant-in-aid from the state government on the one hand and the increased expenditure under various budgetary heads due to inflationary pressures on the other. As a result, it becomes difficult for the university administration to manage even the routine affairs keeping aside the

new proposals of infrastructural developments necessary for efficient delivery of goods. It is in this context that the present study suggests certain guidelines or policy implications for agricultural universities to achieve financial strength.

## Objectives

The objectives of this study are :

- 1) To study the development of higher agricultural education in Maharashtra State;
- 2) To trace the actual and functional conformity of the financial administration of the agricultural universities with the academic and agricultural goals that the universities stand for or profess;
- 3) To analyse the financial working of the agricultural universities in relation to the following factors :
  - i) Income from various sources including fees, receipts;
  - ii) Grants from state and central govts;
  - iii) Development grants from Indian Council of Agricultural Research and other agencies;
- 4) To analyse the expenditure pattern in the agricultural universities;
- 5) To study the grant-in-aid system in the agricultural universities in Maharashtra vis-a-vis non-agricultural universities;
- 6) To study the emerging trends in financial management and to evaluate their impact on the agricultural universities' role;
- 7) To study the financial problems of the agricultural universities in the Maharashtra State; and
- 8) To suggest a judicious pattern of financial management which may help agricultural universities in the realisation of their social and national objectives.

## Methodology

The study examines in detail various aspects of financial management such as cash flow, per stu-

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dent cost in higher education, and financial problems in respect of the four agricultural universities in Maharashtra viz; Mahatma Phule Krishi Vidyapeeth (MPKV), Rahuri; Punjabrao Krishi Vidyapeeth (PKV), Akola; Marathwada Krishi Vidyapeeth (MKV), Parbhani and Konkan Krishi Vidyapeeth (KKV), Dapoli. For this purpose, the historical method of research has been used i.e. discovering, recording and interpreting facts and figures. The history of the development of agricultural university education, research and extension in the Maharashtra State has been viewed in the light of its development in the country. Interviews were conducted with different officials of the agricultural universities in the state and other government officials. As such, the requisite data was collected both from the primary and secondary sources concerning the above said universities covering a period of 16 years i.e. from 1969-70 to 1985-86. The data so obtained have been analysed by simple tabular method with the use of averages and percentages and presented for the years 1969-70 and the quinquennial years viz; 1970-71, 1975-76, 1980-81 and 1985-86. The descriptive method of interpretation of data with suitable figures has been adopted.

### Findings

The following are some of the major findings :

1) Agricultural universities in Maharashtra are mainly dependent on the state government for its finances, both for development and day to day expenditure which is classified as non-plan expenditure. The ICAR gives assistance to the extent of 100% under the schemes for central assistance for the establishment of agricultural universities. Besides this, the ICAR finances some of the schemes mainly under the coordinated projects and operational research projects. In general, those projects are mostly on 75 : 25 basis (with 25% expenditure being borne by the state govt.) and a few on 100% basis. There is no block grant formula for these universities.

2) In all the agricultural universities in Maharashtra, the highest share of income is from state non-plan sources right from the establishment of the universities to 1985-86. In case of MPKV, Rahuri and PKV, Akola, the highest share of income was from state non-plan followed by state plan and ICAR till 1970-71. From 1975-76 to 1985-86, it was from state non-plan followed by ICAR and state plan. In the case of KKV, Dapoli and MKV,

Parbhani, the highest share of income was from state non-plan followed by state plan and ICAR.

3) The budget provisions made by the agricultural universities in their budget estimates and approved by the statutory authorities of the university as per the Act and not accepted by the govt., results in the deterioration of working of the university under non-plan activities in view of fast rising prices. Drastic cut is also applied and the provision becomes still scanty.

Grants for maintenance of buildings, house building allowance, group saving linked insurance scheme, cycle allowance and renewal of old equipment were not adequate.

4) State plan grant has not been sanctioned by state govt. as per the outlay/demands of the universities, even after approval and recommendation by the statutory authorities of the universities as per the Act. It was also seen that, the percentage of the plan grants sanctioned had steadily decreased. It has hindered the progress of work.

The allocation of ICAR assistance in the subsequent plan was even less than that in the previous plan. Actually, ICAR assistance under ICAR schemes should have been larger in view of inflation and increased requirements due to modernization techniques, upcoming technology, and emerging disciplines.

5) The income from grant-in-aid of all the agricultural universities is extremely varying. The oldest agricultural university, MPKV, Rahuri had the highest income followed by PKV, MKV and KKV.

In the case of all universities, income from the state plan and ICAR was very high in some years, while very low in others. No specific trend could be observed. It was also observed that, as compared to other universities, State plan and ICAR income (per centwise) of PKV, Akola has slightly decreasing trend during the years 1975-76 to 1985-86.

6) Income from the university revenue receipts of all the agricultural universities in Maharashtra has been increasing. It mainly consists of educational receipts, schematic receipts and general receipts. In all agricultural universities, the highest share of university revenue receipts was from schematic receipts which included the income from the sale of farm products, sale of seeds, sale of dairy products and the sale of poultry products, etc.



However, university receipts contributed a meagre amount as compared to govt. grant-in-aid and therefore, it could not reduce the financial burden of the state govt. and other agencies.

7) The expenditure of the agricultural universities of Maharashtra also varied extremely. The expenditure incurred by MPKV, Rahuri, the oldest university, was the highest and that by the KKV, Dapoli was the lowest.

The gross expenditure pertaining to agricultural universities during 1969-70 was Rs. 3,48,07,353.00 which was 16.06% less than the income during that year. In 1970-71, it was 9.57% less than the income, 4.20% less in the year 1975-76, 1.20% less in 1980-81 and in the year 1985-86 it was 3.12% less than the gross income (expenditure was Rs. 39,91,56,999/- in the year 1985-86). This shows that Maharashtra agricultural universities have run together in surplus.

8) The total cost per student in agricultural universities of the state was more than the all India norms. It was on gross expenditure at Rs. 50,809.19 in the year 1985-86, out of which Rs. 36,749.52 was on state non-plan schemes, Rs. 4290.35 on state plan schemes, and Rs. 9769.32 on ICAR and other schemes in the year 1985-86.

The per student cost on state non-plan schemes was the highest in the oldest university, MPKV, Rahuri at Rs. 57,116 in the year 1985-86 and the lowest was Rs. 28,282.36 in PKV, Akola. It was the highest at Rs. 7549.40 in MKV, Parbhani and the lowest at Rs. 1729.19 in PKV, Akola in the year 1985-86 on the state plan schemes.

Average per student cost on ICAR and other schemes in the year 1985-86 was Rs. 21,256.02, which was the highest in MPKV, Rahuri and lowest at Rs. 4226.85 in PKV, Akola. It had shown almost upward trends in all the agricultural universities in Maharashtra. It was the highest in MPKV, Rahuri at Rs. 83,457.77 in 1985-86 and the lowest at Rs. 3,296.98 in PKV, Akola, in the year 1969-70. PKV, Akola had more postgraduate teaching departments than the oldest university MPKV, Rahuri. Remaining two agricultural universities had no postgraduate teaching departments till 1985-86. Besides this, number of total undergraduate students in PKV, Akola was more than in other universities. Therefore, the unit cost in PKV, Akola was always the lowest from 1969-70 to 1985-86.

9) The govt. releases grants to the university through the Divisional Soil Conservation Officer of the district in which the university headquarters are situated. He has been declared as a drawing and disbursing officer for these universities. The grants for the quarter are generally received within a month. This officer has to travel extensively on his own duties and responsibilities within his jurisdiction and therefore, he is sometimes not available at the headquarters when the bill is presented for his signatures, which sometimes results in delay in getting the grants.

10) The grant-in-aid is paid to these universities on the basis of total expenditure minus university receipts and therefore, infrastructural facilities for the development of agriculture and for staff/students welfare activities could not be taken up by the universities.

11) The grants are released by the ICAR headwise with little freedom for adjustment of expenditure within the sanctioned grants. This hampers the development work immensely and the universities have to surrender certain grants frequently.

12) The universities have to incur expenditure on the schemes/projects hundred per cent aided/sponsored by the foreign countries. On submission of the details of the expenditure, the central govt. releases the grants through the state govt. The agricultural universities have to make budget provision for reimbursement of the expenditure incurred on such schemes/projects. Due to this, the cash balances are depleted for sometime.

13) Rates of produce and services rendered by these universities to their own departments and other agencies are less than those for similar services in the local market.

14) Consultancy services are not being rendered to the agro-based industries yet. There was virtual race amongst various departments to have more and more equipment. Not much attention is paid towards its use and proper upkeep.

15) The fees charged from the students are very meagre. Besides this, the universities have been very liberal in spending on litigation. Wages to labourers appointed on daily wages are themselves a most heavy item of expenditure although these labourers work seasonally. They require to be regularised in accordance with the Industrial Dispute Act, and the

unnecessary wages have to be borne by the universities.

16) Universities do not have a reserve fund or depreciation fund yet and the proper accounts procedure has not been developed and adopted to ensure the accountability of the public funds being received by the universities.

17) A record of foodgrains production of about 109.51 lakh tonnes was achieved in Maharashtra state in 1983-84. It was two times more as compared to 1970-71. It was not a total effect of the establishment of agric. universities even though the new techniques adopted, formulated and extended by these universities in research, education and extension proved very useful for higher yield of good quality.

### Implications

With a view to making the financial system and administration more effective and realistic, the universities' finances and receipts should be improved

and made better than are at present. An ad hoc increase of grant-in-aid at the rate of 20% of the average expenditure of preceding 3 years under contingencies may be allowed/sanctioned by the state government in the interest of performance of the activities entrusted to the universities under non-plan. The state govt. should provide adequate plan-grants and the allocation of assistance under ICAR schemes in subsequent plans. The agricultural universities should be granted the special financial concession for the next ten years of utilising atleast 50 percent of the gross universities receipts earned each year mainly for university development as an incentive grant. Beside unless the present procedure for fixing and release of grants is streamlined, bottlenecks brought out in this paper will not be removed.

[The paper is based on the author's Ph.D thesis entitled *A critical study of financial management and its implications on development of agricultural universities in Maharashtra State.*]

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## Elitism in Higher Education

(Contd. from page 4)

terms of community colleges which could help to democratize education by making education more relevant and outputs more employable.

Simultaneously there should be a conscious attempt to limit entry into graduation programmes which have to be made more rigorous demanding high intellectual pursuits. Only then can we talk about academic excellence in all institutions of higher learning.

The abysmal ignorance and appalling low knowledge level of many of the products of colleges is vindication of the fact that we have brought down colleges to everybody's level in an attempt, as William Henry States, to bring every one to college level!

If post-higher secondary education is to be made quality oriented we have to consider the possibility and necessity of streamlining the vertical movement to colleges. If one interprets elitism as the philosophy of aristocracy, there is no place for that in an egalitarian society. But it is not elitism to call for streamlining education for identified occupational areas, keeping aptitude and capability as the parameters.

Equal opportunities for all as the philosophy of education in a democracy, does not mean every one must be given the same education. It can only mean that available educational opportunities are distributed according to the aptitude and ability to reap the full benefits of that. In short, merit should decide access to educational institutions.

A proper diversion at various stages will help to make human resources development more meaningful in terms of societal needs. As a developing nation we need trained manpower to fill the middle level slots of technicians and skilled persons of various hues and dyes, which would provide an effective development support. By checking the flow into the corridors of colleges and universities, by diverting a major segment into community colleges and technical institutions, we are not violating the democratic ideal of equity. We will be only trying to channelise properly the human resources we have. If this is elitism, I don't mind being called 'elitist'.

Note : William A. Henry III was TIME's theater critic who also wrote on American Society. He died in June at the age of 44. His book *In Defense of Elitism* has been published by Doubleday.

# Quality in Higher Education

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**Prof. G. Ram Reddy, Chairman, University Grants Commission delivered the convocation address at the Fourth Convocation of the Telugu University, Hyderabad. He said "Low quality of education affects development in the country. At a time when the country is liberalising economy and entering the global market, we need to stress quality in higher education. It is the nature of the market economy that only those who are efficient, maintain high productivity and quality will survive. Without high quality it is difficult for the Indian institutions, whether industry or education." Excerpts**

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Education in India, particularly higher education, has expanded enormously since Independence. In 1950-51 there were 28 universities and 695 colleges. The enrolment was about 174,000 and the total number of teachers was 21,264. Today there are 190 universities, 7,600 colleges, 4.6 million students and 2,49,000 teachers. The number of students on the rolls in higher education is larger than that of the Chinese enrolment. It is said that every 8th student enrolled in higher education in the world is an Indian. The absolute size of enrolment in higher education may be gauged from the fact that it accounts for more than 40% of the total enrolment in the developing countries. The percentage of students in higher education to the total population in the age group 17-23 increased from 0.58 in 1950-51 to 4.8 in 1980-81 and now it is around 6%. I have given you these figures to give you some idea of the nature and size of higher education in India.

No doubt this is an impressive growth in higher education. Despite such a growth access to higher education is less than 6% of the age group. This causes

great concern. There is a view that higher education has expanded too much and even the existing graduates are not getting employment. Therefore, it should be restricted. To say that access to higher education should be restricted or limited to 6% is an unrealistic and undemocratic view. In several countries access to higher education is much more than what we have in this country. We cannot have democracy in the political system and aristocracy in education, the former is bound to influence the latter. It is not limited access which is needed but the contents and quality of education which need to be changed.

As we all know quality of higher education has been seriously eroded. We have centres of excellence in our higher education but large majority of institutions do not maintain high quality. Concern has been expressed over this by several committees and commissions.

Low quality of education affects development in the country. At a time when the country is liberalising economy and entering the global market, we need to

stress quality in higher education. It is the nature of the market economy that only those who are efficient, maintain high productivity and quality will survive. Without high quality it is difficult for the Indian institutions, whether industry or education.

There are many reasons for low standards. One of the important reasons for low standards in many educational institutions is the low expenditure on education in general and higher education in particular. In the VII plan period out of 7633 crores of rupees, 1201 crores of rupees were spent on higher education. In fact, this expenditure is going down. In the IV plan 25% of education budget was spent on higher education and then in subsequent plans it has come down; the percentages were 22 and 22 in the V and VI Plans respectively. It appears that the VIII plan outlay for 1992-97 is only 8% for higher education. If we compare India with other countries with regard to resource allocation for higher education we would find that what is allocated in India is much lower than in several countries. It was 28% in Canada, 25% in USA, 21% in China, 21% in Japan, 19% in UK and 30% in Australia. Let me look at the picture from the angle of expenditure on higher education as a part of GNP. In 1985 higher education's share in GNP was 0.5% in India whereas in other countries it is more. It is clear that India spends much less on higher education than most other countries. It is a matter of great satisfaction that the Prime Minister has recently announced that education would get 6% of GNP. It is indeed a very progressive measure and the Prime Minister will go down in the history of this country as a



very far sighted leader—a person who has a deep appreciation of the potential of education and has abiding interest in it.

What I have said earlier about industry applies equally well to educational institutions. If you read the newspapers carefully you will find advertisements of foreign universities offering their programmes in other countries. There are several American and Australian universities which are offering their programmes in India. Therefore, multi-nationals are not confined to commerce and industry but are also emerging in the field of education. This is becoming possible because of the use of new technologies such as Radio, Television, Audio, Video and Computers. By using these new technologies, foreign universities, both conventional and distance education institutions, are able to offer their programmes in other countries and in the years to come this trend will become more pronounced. These institutions would be competing with the local institutions and if the quality of our education is not very high, enrolment and demand for it (education) would be less.

India can boast of several centres of excellence in medicine, engineering, management and general education. We can, without doubt, name the All India Institute of Medical Sciences, PGI Chandigarh, IITs, IIMs, Indian Institute of Science, Bangalore and several others as our prestigious institutions. Unfortunately, we have not projected these institutions properly and also not strengthened them adequately. Unlike the foreign countries, we have also not used them sufficiently as resources for the nation.

We are trying to establish a democratic social order in our country and obviously a democracy cannot flourish unless it has at its disposal the services of highly trained and powerfully motivated educated class. In fact, we may go further and say that there is always need for elite institutions in every academic system. As a writer (Alvin Toffler) has put it : "The technology of tomorrow requires not millions of highly lettered men, ready to work in union on endlessly repeated jobs, but men who can make critical judgments, who can weave their way through novel environments, who are quick to spot new relationships in the rapidly changing reality." We need to produce men and women who are intellectual adventurers and not camp followers. It is, therefore, time that we identify several of our centres of excellence in higher education and strengthen them. This, however, does not mean that other institutions should be weakened.

In view of rapid developments taking place in various fields obsolescence has become an important concern. It is possible that what was learnt some years ago may have become obsolete today, for new discoveries are overtaking the existing knowledge. Therefore, there is a need to up-

date knowledge of the people in all fields. One way of updating is to read the latest literature, books and journals in one's own field. There is a need to arrange for continuing education so that every practitioner in a profession is given access to the new developments in the field.

There are several challenges which higher education has to face and today I have touched upon a few of them.

I would like to invite your attention to important observations made by the Education Commission about 30 years ago which is still very relevant.

"Now that the responsibility for the progress of the country squarely rests on us, we cannot afford to plead any alibis. The quality of education, therefore, becomes of crucial significance. As the number of jobs and positions to be filled with highly trained persons increases, the discrepancy between need and the capacity to meet the need is widening. It is obvious that if higher education is not rapidly improved our administrative and technical progress, our intellectual standards and social advance will all be most seriously handicapped."

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**Excerpts from the Report**  
by  
**Prof. Pervaram Jagannatham**  
**Vice-Chancellor**  
**Telugu University, Hyderabad**

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The University came into being in the year 1985 with the main objective of integrated develop-

ment of Telugu Language, Literature, Arts, History, Folklore by initiating activities/programmes

pertaining to teaching, research and publication.

A High-level Committee was constituted to examine the educational programmes and the nature of working of the University and report the same with suggestions for qualitative improvement in the effective working of the University.

Basing on the recommendations of the High-level Committee, two Departments were added to the School of Language Development to provide a logical expansion of the School, keeping in mind the proximity between study of Language and Literature. The Departments newly added are Department of Translation and Department of Linguistics. The Department of Journalism and Communication which used to be one of the Departments in the School of Language Development is separated and clubbed with a new department of Library and Information Sciences to be brought under the School of Communication and Journalism purposed to be started. The School of Fine Arts consists of Departments viz: Music, Dance, Sculpture, Painting, Drama, Folk Arts. The School of Literature, Rajahmundry has three Departments of Classical Literature, Desi Literature and Modern Literature after reorganisation. The School of History, Culture and Archaeology comprises Departments of History, Culture, Epigraphy, Archaeology and Architecture. The Department of Folk and Tribal Lore which hitherto was in the School of Literature is proposed to be started as an independent School at

Warangal in the month of November this year. Vijnana Vikasa Peetham is a School carved out of the three centres existing prior to reorganisation and one Department. The Department of Jyotisha, the Department for Preparation of Encyclopaedia and the Department of International Telugu Studies constitute Vijnana Vikasa Peetham. Apart from the above, the University proposes to start an independent School called School of Religion and Philosophy at Nellore, basing on the recommendations of the High-level Committee. Two new courses viz: M.C.J. and P.G. Diploma in Prakrit are added to the existing courses in the University.

The Government of Andhra Pradesh has communicated sanction of 50 acres of site near Nagaram Village, Hyderabad to Telugu University.

The Government of Andhra Pradesh have entrusted the translation and publication of the works of Dr. B.R. Ambedkar from English to Telugu by appointing the University as a nodal agency. Telugu University has successfully undertaken the task and published 8 volumes of Dr. Ambedkar's writings and is about to bring out the remaining 4 volumes.

The activities of the erstwhile Akademies are being continued by the Extension Service Division of the University. The University has been releasing Financial Assistance to authors for publication of their works. About 300 indigent artists belonging to various fields are being provided with Financial Assistance at the rate of Rs. 150/- per month. Students be-

longing to A.P. but pursuing courses in painting in other states are being paid scholarships. Financial Assistance to various cultural organisations is made available in addition to providing railway concessions to the Cultural Troupes organising performances. Under the scheme of "Inter State Cultural Exchange Programme" Cultural Troupes of Andhra Pradesh are being sponsored by the University and Cultural Troupes from other States are being invited and their performances are arranged in different parts of the State. Workshops, Kuchipudi Dance Festival, Yakshagana Festival, Centenaries of eminent people in various fields are being organised every year. The literacy awards and Pratibha Puraskarams which were instituted by the erstwhile Sahitya Akademi and the University Foundation Day are being continued in a befitting manner. An award known as "Visista Puraskaram" carrying a cash award of Rs. 50,000/- and citation is being conferred on one scholar every year choosing the scholar from among people of eminence in the fields of Language, Literature, Culture and Arts.

The University is entrusted with the task of recording, documenting and preserving the important events in the lives of "Eminent Telugus" who have contributed to the glory of Telugu people. Under this scheme, the University has so far completed documentation of the life and achievements of Eminent Telugus. The programme of documentation is being continued without any let or hindrance.

The University has been sanctioning grants through the Department of International Telugu Studies, for establishment of Libraries to the Cultural Organisations of Telugus settled outside the State and in other countries. Short term Refresher Courses are being conducted to the Telugu Teachers in the Schools situated outside Andhra Pradesh. Text books, Audio, Video Cassettes are being supplied to the registered Telugu organisations outside Andhra Pradesh. The University has established Telugu Chairs in some Universities situated in other States to provide opportunities for Telugu Studies in other States.

One of the core objects of the University is publication of books. The University has so far published 150 standard works. The books so far published comprise works on Language, Literature, Encyclopaedias, Dialectal Dictionaries, Lexicographies, Biographies of eminent people and books out of print. The Publication Division has been publishing text books and reference books required for the courses run in the University in addition to books on Classical Telugu Literature, Modern Literature and Desi Literature. A decision has been taken to publish commentaries on Epics and to undertake reprinting of Epics already published in view of the demand for the same.

In order to make the people of other languages aware of the literary creative talent of Telugu people, the University has been getting the famous Telugu books translated into other languages and publishing them. In the same way famous books in other languages are being translated and

published by the University to make them available to the people of Andhra Pradesh.

As an effective measure to strengthen teaching at Post Graduate level through Telugu Medium, the University is about to start a Department of Text Book Preparation. The Government of Andhra Pradesh have entrusted the task of preparation and publication of Telugu Medium Text Books for Post Graduate students which was hitherto undertaken by the Telugu Akademi.

The University is having a well equipped Central Library located in Hyderabad. Libraries in Srisailem Campus, Rajahmundry Campus and Hyderabad Campus in addition to the Central Library are provided. The Central Library, among other valuable books, has procured collections presented to it by stalwarts like Ayyanki Venkata Ramanaiah, Mallampalli Somasekhara Sarma and Prof. Tumati Donappa.

Sri Siddhendra Kala Kshetram at Kuchipudi is proposed to be upgraded as a prestigious cultural centre of eminence. At present it has the status of a Music College. The courses being run there are Certificate and Diploma courses in Kuchipudi Dance.

A separate building designed and constructed for housing museum to be styled as "Telugus Through Ages" is located in the University Building Complex in Public Gardens, Hyderabad. Exhibits delineating the origin of Telugus, Telugu Language, Literature, Arts, History, Transformation and Development of Cultures

are proposed to be housed in the building set apart for museum. Several artefacts pertaining to the above were procured and preserved by the University.

The U.G.C. under VIII Five Year Plan sanctioned Rs. 65.00 lakhs and accorded permission to organise two refresher courses one each in Music and Dance during this year.

The University encourages the Departments to organise Seminars, Workshops, Lectures. The School of History, Culture and Archaeology organised a 3-day seminar on "Major Trends in the Urbanization of Andhra". The School of Literature, Rajahmundry conducted two seminars — one "Pada Kavitha" and another "Chalam Sahiti Samalochana". Vijnana Vikasa Peetham organised a seminar on "Feminism — Indian perspectives and Creative Responses" in connection with the centenary celebrations of Chalam. The school of Language Development conducted a seminar on "Telugu Linguistics" and a workshop on "Lexical Typology."

Today, in the Fourth Convocation of the University, 343 candidates received Certificates, Diplomas, Degree from the University. This number includes 27 Ph.D's, 65 M.Phil's, 83 M.A's, 9 B.C.J's, 62 B.A's, 15 Diploma's in Folk Arts, 26 Diploma's in Jyotisha, 49 Certificates in Jyotisha, 3 Certificates in Street Play, 4 Certificates in Burrakatha. I congratulate all the 343 candidates who have received Degrees, Diplomas, Certificates and the 23 Gold Medal Awardees.



## SCIENTIFIC & TECHNICAL

### Technical Education : Institutions, Enrolment and Faculty

Name	No. of Instt.	Total Enrolment	Total Teachers
IITs, IISc and Univ.	10	20,000	3,000
RECs	17	20,000	2,100
Big Colleges	25	30,000	2,800
Other Colleges	350	2,30,000	22,100
<b>Total</b>	<b>402</b>	<b>3,00,000</b>	<b>30,000</b>

### Technical Education : State-wise Intake, out-turn and population 1991-92

Northern Region:					
Name of State	No. of Colleges	Intake	Out-turn 1991-92	Population in Lacs	Population per intake
Delhi	4	899	706	94	10445
Jammu & Kashmir	1	48	77	77	180416
Himachal Pradesh	1	115	84	51	43986
Chandigarh	3	434	346	6	1382
Haryana	3	637	535	163	25586
Punjab	4	694	539	202	29106
Rajasthan	5	1291	1083	439	34004
Uttar Pradesh	18	3084	2595	1388	45006
<b>Total</b>	<b>39</b>	<b>7203</b>	<b>5965</b>	<b>2420</b>	<b>33597 (Ave)</b>
Eastern Region:					
West Bengal	13	2518	2156	680	27006
Bihar	8	994	978	863	89820
Orissa	4	765	545	315	41176
Tripura	1	120	117	27	22600
Assam	4	657	490	223	33342
<b>Total</b>	<b>30</b>	<b>5054</b>	<b>4256</b>	<b>2108</b>	<b>42288 (Ave)</b>
Western Region:					
Gujarat	11	2700	2419	412	15259
Madhya Pradesh	13	2135	1833	861	30960
Maharashtra	78	16117	8798	787	4983
Goa	1	149	113	12	8053
<b>Total</b>	<b>103</b>	<b>21101</b>	<b>13153</b>	<b>1872</b>	<b>11831 (Ave)</b>
Southern Region:					
Andhra Pradesh	28	6437	4505	663	10272
Karnataka	45	18933	8989	448	2645
Kerala	9	2608	2147	290	11119
Tamil Nadu	43	8518	6907	556	8527
Pondicherry	1	120	94	8	6668
<b>Total</b>	<b>127</b>	<b>34616</b>	<b>22642</b>	<b>1965</b>	<b>7445 (Ave)</b>
<b>Gross Total</b>	<b>299</b>	<b>67674</b>	<b>48916</b>	<b>8365</b>	

Source: The Indian Journal of Technical Education, Vol. 18, No. 4, October-December, 1994, Pp 6-9

## T) MANPOWER IN INDIA (4)

### Technical Education : Branch-wise out-turn (1992) for various states

Northern Region:									
State	Civil	Mech.	Elect.	Elex.	Prod.	Chem.	Comp	Others	Total
Delhi	98	128	112	67	15	41	79	166	706
Jammu & Kashmir	20	29	.	28	.	.	.	42	77
Chandigarh	60	63	48	33	31	45	24	42	346
Himachal Pradesh	24	.	25	25	.	.	10	.	84
Haryana	72	108	78	83	.	12	73	109	535
Punjab	91	77	64	113	.	.	.	255	539
Rajasthan	97	103	45	138	.	62	50	588	1083
Uttar Pradesh	372	501	406	354	34	151	262	513	2595
<b>Total</b>	<b>834</b>	<b>1009</b>	<b>778</b>	<b>760</b>	<b>93</b>	<b>311</b>	<b>498</b>	<b>1673</b>	<b>5965</b>
Eastern Region:									
West Bengal	190	174	205	127	22	118	57	1233	2126
Bihar	200	257	287	109	45	.	49	131	978
Orissa	55	156	152	54	.	33	23	72	545
Tripura	42	37	38	.	.	.	.	.	117
Assam	106	62	75	12	.	17	20	198	490
<b>Total</b>	<b>593</b>	<b>686</b>	<b>657</b>	<b>302</b>	<b>67</b>	<b>168</b>	<b>149</b>	<b>1634</b>	<b>4256</b>
Western Region:									
Gujarat	664	520	266	81	59	64	106	659	2419
Madhya Pradesh	340	505	415	306	18	31	104	114	1833
Maharashtra	462	381	311	330	20	140	271	1824	3739
Goa	742	564	113	1163	588	320	622	937	5049
Goa	32	27	17	17	.	.	20	.	113
<b>Total</b>	<b>2240</b>	<b>1997</b>	<b>1122</b>	<b>1897</b>	<b>685</b>	<b>555</b>	<b>1123</b>	<b>3534</b>	<b>13153</b>
Southern Region:									
Andhra Pradesh	211	220	115	349	.	133	108	462	1598
Karnataka	963	872	26	796	79	.	171	.	2907
Karnataka	545	595	229	852	192	33	368	968	3782
Karnataka	1120	1392	282	1123	337	175	622	156	5207
Kerala	499	464	243	470	67	78	147	178	2147
Tamil Nadu	566	1074	177	1015	98	210	391	1032	4553
Tamil Nadu	391	700	.	683	.	.	391	1032	4553
Pondicherry	18	22	.	27	.	.	27	.	94
<b>Total</b>	<b>4313</b>	<b>5339</b>	<b>1072</b>	<b>5315</b>	<b>773</b>	<b>630</b>	<b>2267</b>	<b>2933</b>	<b>22842</b>
<b>Gross Total</b>	<b>7980</b>	<b>9031</b>	<b>3529</b>	<b>8283</b>	<b>1618</b>	<b>1684</b>	<b>4037</b>	<b>9774</b>	<b>48016</b>

\* Self-financing Colleges.

### Revamping Legal Education

Inaugurating the 3-day All India Conference of Lawyers, organised by the Bar Association of India, in New Delhi recently the Chief Justice of India, Justice A M Ahmadi lamented the decline in the quality of legal education and judicial functioning, and called for urgent remedial measures so that "half-baked" graduates were not let loose on the society as well as the judiciary.

The Chief Justice suggested the introduction of an all India entrance test for aspiring lawyers and a year-long apprenticeship with senior lawyers before an independent practice.

He urged the Bar, the judiciary and the University Grants Commission to set up a legal education committee to arrest the accelerated decline which had led to other problems like arrears and lawyers' strikes. Justice Ahmadi also advocated that the proposed committee keep an eye on the functioning of law schools in the country and recommend the closure of those which did not deserve to exist.

He said that every state must set up a law school on the lines of the National Law School in Bangalore. He noted that the Madhya Pradesh Government had already expressed its desire to do so.

According to him, every state could set up an advisory committee headed by the chief justice of its High Court to help maintain legal standards and keep legal education under review.

The Chief Justice noted that law was a very "exacting calling" demanding high scholastic excel-

lence. The number of law schools in the country had shot up from 43 in the mid-50s to 425 at present, teaching 2,50,000 students. But most lacked proper faculty and infrastructural facilities.

Recalling that the Advocates Act, 1961 ruled that both the Bar Council and the University Grants Commission were responsible for legal education, he said action should be taken against erring colleges.

Former Chief Justice M N Venkatachaliah who was the guest of honour at the function presided over by the association president, Mr F S Nariman, said the Ahmadi Committee report should be accepted in toto and the entrance examination should be conducted jointly by the National Informatics Centre, the National Judicial Academy and the National Law School. He did not feel that all was lost, and said that steps could still be taken to retrieve the situation. A disciplined bar and informed judiciary would help in this endeavour, he added.

Mr Nariman said people always considered lawyers as more equal than themselves and, therefore, despaired when the fraternity demeaned itself through indiscipline and strikes. An acute sense of discipline needed to be re-instilled amongst lawyers, he added.

Lawyers should be healers and must cultivate the healing touch, contributing to the happiness of mankind and not merely excel at litigation, he said. An independent legal profession can

survive only on public support rather than Constitutional guarantees. The lawyers needed more "innovativeness and less slavish adherence to tradition".

In his valedictory address, Justice Venkatachaliah said that the quality of legal education in the country should be improved without any loss of time. He also emphasised that the bar and the bench should give mutual respect for each other.

Justice Venkatachaliah was opposed to a suggestion that an academican should be appointed as a judge of the Supreme Court and said becoming a judge was not merely a question of scholarship but required right mix of institutional justice and psychic sanctions of the justice in a given case born out of experience of man and matters. This was not mere legal 'cybernetics', he said.

He stressed the need for strengthening alternative dispute resolution mechanism for speedy disposal of justice at the grassroot level as well as to help wipe out the huge backlog of cases pending in courts. Justice Venkatachaliah asked the lawyers to set up a committee of advocates in each district to monitor the backlog of cases.

Justice Venkatachaliah said that if a legal aid movement was launched by the lawyers in each district then it would be possible to reduce the arrears by 50 per cent in a year. He cited the example of Karnataka where in one year 48 to 71 per cent of the cases were disposed of by the Court in four districts with the help of the bar.

Mr Nariman said that the conference had endorsed the action plan suggested by the Chief Justice of India, Justice A.M. Ahmadi to improve the quality of legal education with the help of the bar, the judiciary and the University Grants Commission.

The plan envisaged by the Chief Justice of India include All India Entrance Test for a five year law degree course, enrolment of advocates through a test after they undergo 12 to 18 months of apprenticeship, an autonomous university law school in each State and a provision for withdrawal of recognition of law colleges which fail to comply with norms laid down by the Bar Council of India.

Mr Lalit Bhasin, General Secretary of the Association said the legal profession had to face greater challenges in the present era of globalisation, and "ponder or perish" was the need of the day. He said that senior lawyers must devote their time to legal education for the aspirants and young lawyers.

Justice H.R. Khanna, retired judge of the Supreme Court in his address deplored the syndrome of strikes by lawyers particularly for causes with which they were concerned. He also expressed his concern over criminalisation of politics which had brought about a travesty in the administration of criminal justice. Justice Khanna said that interference by politicians had prevented police investigation, and if that was somehow overcome, the suborning of witnesses, threats of judges and lawyers, by manipulators of power — particularly in non-urban areas — prevented justice being administered.

## South-Asian Youth Summit

The Punjabi University recently hosted the South-Asian Youth Summit '94 at its campus in Patiala. The Summit was held under the aegis of the National Integration Chair in collaboration with the Servants of the People Society, New Delhi. The objective of the summit was to spread the message of care, share and commonality of purpose for attaining peace, prosperity and progress of the human society through youth. It was also aimed at enabling the South-Asian Region to take its due place in terms of its geopolitical, socio-economic and cultural importance.

Shri R.L. Bhatia, Union Minister of State for External Affairs dedicated the Fourth South Asian Unity Park to the Youth of Asia. In his address, Shri Bhatia justified that dialogue made friends. Instead of confrontation, Indian foreign policy believed in dialogue for healthy atmosphere at any level.

On this occasion, leader delegates of various countries poured sacred soil brought from their respective lands into the Unity Pillar to symbolise the spirit of the South-Asian Youth Summit. Shri Bhatia also led the VIPs in planting saplings in the Unity Park.

Dr. Joginda Singh Puar, Vice Chancellor of Punjabi University in his welcome address, hoped the delegates would demonstrate that cooperation and not confrontation was a better and more durable way to solve mutual problems. He introduced the motto of the Summit which was friendship, fraternity, forever.

The Secretary General of the Summit, Prof. H.S. Deol, held

'South-Asian life as a dynamic unit of Asia' and remarked that despite social, cultural and religious diversities, a clear and prominent streak of single Asian identity had assumed a peculiar kind of historical reality generating power of resistance in the people to face any sort of assimilatory imperialism.

Shri Satya Paul, Secretary, Servants of the People Society, New Delhi, put the essence logically that the nature had bound us geographically in ABC triangle i.e. Afghanistan-Burma-Ceylon, as we see Himalayas from Afghanistan to Burma (Myanmar), Bay of Bengal from Burma to Ceylon (Now Sri Lanka) and Arabian Sea from Sri Lanka to Pakistan.

Earlier Mr. S.K. Sinha, IAS, Commissioner, Patiala Division inaugurated the colourful Art and Painting exhibition put up by the delegates at the University Museum.

The issues discussed at the Summit included (1) Environment for survival, (2) AIDS and Drug De-addiction, (3) Violence leads to no solution, (4) Self-Reliant Economy of South-Asia-vs-GATT, (5) Increasing Problems of Women, (6) Democratic Institutions as the Backbone of Freedom, and (7) Promotion of Art & Culture among youth.

It emerged from the discussions that the commonality of problems and purposes were manifest and it was felt that the consumerist market and culture of the West had to be assimilated in this region with suitable modification. It was opined that if eternal vigilance was the price of democracy, knowledge was the sine-qua-non of eternal vigilance. They pledged to fight against imperialism and strive for sharing and caring of this region.



Notable amongst the resource persons who guided the deliberations included Prof. Murli Manohar Joshi, M.P., Shri Sunder Lal Bahuguna, noted Environmentalist, Mr Asghar Ali Engineer, noted social scientist.

In his valedictory address Mr. Justice S.P. Kurdukar, Chief Justice of the Punjab and Haryana High Court exhorted the youth to mobilise public opinion so as to promote South-Asian Unity. Dr. H.S. Deol, Secretary General of the Summit said the participants were able to develop a common perspective required for a proper scientific study of the South-Asian Region as a geo-political unit of the Asian Continent. Dr. Joginder Singh Puar, Vice Chancellor observed that the Summit was apolitical and it had succeeded in arousing awareness about problems confronting South-Asian Countries and promoting goodwill among the developing countries.

The Summit was attended by over 300 delegates from 20 States of India and Four South-Asian countries, namely, Afghanistan, Myanmar (Burma), Nepal and India.

### **Madurai Varsity Convocation**

Dr. M. Channa Reddy, Governor of Tamil Nadu said that bodies like the Senate, Syndicate and Academic Council of universities should contemplate re-vamping the syllabi which had become obsolete. Teachers of schools, colleges and universities had their own problems but should think of ways to improve the quality of education imparted to students. He was speaking at the 28th Annual Convocation of the Madurai Kamaraj University in Madurai recently.

Dr. Reddy felt that a strong foundation for students at the school level itself was necessary. Unfortunately, many schools did not have the infrastructure and adequate staff. There were villages where no schools existed. Universities should develop strategies to help the weaker sections so that they could further their education.

The Governor had a word to say about the present day admission system. He felt that deserving students failed to get admissions in the courses they preferred. He emphasised that the present system of admission restricted the students in pursuing courses of their choice. Courses should be made more attractive and research activities should yield profits and benefit society.

Referring to the semester system, he said that students forgot what they had learnt during the very first term. Learning should not be examination-oriented. Even if copying was to be allowed during examinations, the students because of their poor understanding would never be able to copy from the textbooks.

On admission procedures to various faculties, the Governor said that admissions should be fair and free so that intelligent students would not get frustrated. He advised students to face challenges boldly and eschew the adoption of short-cut methods to solve problems.

Delivering the convocation address Miss M.S. Ramesh, retired Commercial Taxes Secretary felt that true education should produce men of character and integrity. "If our hard won freedom is to be preserved we need men and women of calibre who will be

able to contain the fissiparous trends caused by language, caste and community, for which our educational standards have to be of a high order. Explaining that the Government was spending huge sums of money on higher education, some returns from the beneficiaries was expected. Society expected that the educated be committed to preserve democracy, to serve the country with loyalty and sincerity.

Miss Ramesh appealed to young graduates to help in providing the right leadership so that a social order based on equality, freedom, justice and dignity of the individual was achieved.

She said that all the opportunities for self government through the Panchayats, local boards, municipalities, assemblies and parliament as also through non-governmental organisations should be availed of by the educated to create sound public opinion on critical issues.

Dr. M.D. Kuthalingam, Vice-Chancellor, in his report claimed that the university was in the doldrums when he took over three years back. But owing to the austerity measures adopted, a sum of Rs. 92 lakhs had been conserved.

The UGC insisted on the Universities generating funds on their own. He said that the block grants received from the Government of Tamil Nadu were insufficient to meet the evergrowing financial demands of the University. But through planned measures, the University had evolved a surplus budget.

Degrees were awarded to 185 students, in person and to 18,500 *in absentia* at the convocation.

The Governor also conferred the degrees of Doctor of Letters (Honoris Causa) on three eminent personalities, the "internationally renowned" carnatic musician Smt. M.S. Subbalakshmi, Dr. C. Lakshmikanthan, the outstanding Cardiologist and Mr. B. Sivanthi Adityan, journalist and President of the Indian Olympic Association.

### **Textbook Boards Review Committee**

The Union Ministry of Human Resource Development has decided to set up a Committee of experts to assess the work done by the Granth Academies/State Text Book Boards and their present capability in order to enable the Government to consider whether further central assistance is necessary under the Scheme of production of University level books in Indian languages. The expert members of the Committee are (i) Shri M.R. Kolhatkar, former Adviser (Education), Planning Commission, presently Member, CAT, (ii) Prof. ANP Umerkutty, Vice Chancellor, Calicut University, Kerala, and (iii) Prof. P.S. Saklani, Chairman, CSTT—Member Secretary.

The terms of reference of the Committee would be as follows :

(i) To estimate capability and functioning of each Granth Academy/Textbook Board in terms of the production and sale of books with special reference to the ten year period commencing from 1984.

(ii) To examine the financial and other support received by Granth Academies/State Textbook Boards from the State Governments for (a) publication of

books; (b) maintenance of administrative infrastructure; and (c) incentives for promoting their respective languages as media of higher education.

(iii) To examine the issue of the coverage of the schedule languages or new States under this Scheme i.e. Konkani, Nepalese, Manipuri and State of Himachal Pradesh which were not so far covered and to make suitable suggestions.

(iv) To ascertain how efficiently the Granth Academies/Text Book Boards have used the earlier assistance given by Government of India and suggest any measures to ensure efficiency viz. use of future assistance, and

(v) To find out the present financial position of these Granth Academies/Text Book Boards, ascertain marketing arrangements and suggest improvements.

The Committee is expected to submit its report within a period of six months.

### **Workshop on Biochemical Education**

An International Workshop on Biochemical Education was recently organized by the Department of Biochemistry, Gulbarga University at Gulbarga. The workshop was inaugurated by Shri S.M. Yahya, Minister for Higher Education, Govt. of Karnataka, while the Vice Chancellor of Gulbarga University, Prof. N. Rudraiah presided.

The objectives of the workshop were a) to understand system approach to teaching and weakness of various types of lectures b) to reflect on the teaching/

learning process in the light of current educational principles. c) to highlight the problems of modern biochemistry and curriculum planning at various levels d) to highlight small group teaching and learning, creative use of scientific literature for learning e) to demonstrate the use of computer aided learning packages, video and games in effective teaching of biochemistry f) to suggest low cost practical exercises g) to suggest methods for evaluating for teaching and learning.

The topics discussed at the various sessions included i) Challenge of teaching science in developing countries; ii) Science and art — Concept and misconcepts; iii) Biomathematical models in teaching; iv) Group discussion on teaching methods; v) Wet lab, kit lab and no lab; vi) Teaching lifescience through problems approach; vii) Models in the study of Coenzymes; viii) Experience in conducting annual workshops on Biochemical Education; and ix) Group discussion and experimental work.

The workshop provided forum to participants for exchange of ideas with experts on global innovations of teaching in context of scenario in the third world countries.

The valedictory function was presided over by Prof. T. Ramasarma, CSIR Emeritus scientist, Indian Institute of Science, Bangalore. Prof. Ramasarma commended the efforts of Department of Biochemistry in holding such International Workshop.

Over one hundred and fifty delegates from different universities and colleges participated in the workshop.

## Saraswati Samman 1994

The K.K. Birla Foundation, a literary and cultural organization, has, apart from its other activities, instituted four awards in the field of literature. These are: the Saraswati Samman (for all Indian languages including Hindi and Sanskrit for which there are separate awards also), the Vyas Samman (for Hindi), the Bihari Puraskar (for Hindi writers of Rajasthan) and the Vachaspati Puraskar (for Sanskrit).

Of these, the Saraswati Samman is most prestigious and carries an award money of Rs 3 lacs. It is given every year to an outstanding literary work written in any Indian language by an Indian citizen during the last 10 years preceding the specified Samman year. The Foundation has announced that the 1994 Saraswati Samman will be presented to '*Rukh te Rishi*', a poetic work (Punjabi) of Dr. Harbhajan Singh published in 1992. Prof. Harbhajan was formerly Prof of Punjabi at the Delhi University.

'*Rukh Te Rishi*', written in an autobiographic form, is addressed to eternal space, eternal time, the great silence and God, which in religious parlance are metaphysical entities, but are attributes of transcendence in modern sensibility. It begins with an invocation which is not just an equivalent for the traditional religious prayer, it is man's ultimate craving for assimilating the quality of a tree's meditation, fragrance of the gentle breeze, melodious rustling of the green leaves, eloquence of the language of silence, breaking the constraints of geography and history, gaining a foothold in the soil but with the head tilted high in the sky. The poem concludes with an open-

ended search for deeper meanings of life.

In content, it creates a kaleidoscope of reflections about autobiographical controversies, utilitarian preoccupations, socio-political drives, religious enigmas, traditional bonds and bondages, mysteries of ascetic temperament, paradoxes of love and sex, tensions of the physical and the spiritual and such like other dilemmas.

## Student Exchange in Punjabi Studies

Under an exchange programme, a group of 15 students from the Centre of South Asian Studies, University of California, Berkeley, will visit Punjabi University to attend a course in the Punjabi language at the Centre of the Teaching of Punjabi as a Second Foreign Language. The two universities are pooling their resources in a student-exchange programme in Punjabi studies.

According to the university's Department of Linguistics and Punjabi Language which controls

the centre, a number of countries have shown keen interest in the programmes on offer. The university offers free academic guidance and lodging facilities to the exchange group, besides taking students on cultural and environmental tours. Such tours are intended to provide them first-hand knowledge of, specifically, Punjab's culture and environment.

The centre offers a diploma, certificate and crash courses of varying durations. These courses meet the requirements of students, educationists, technocrats, businessmen and interested visitors.

The University of Berkeley is the first university in the USA to introduce various courses in Punjabi. The group coming to India will consist of students of Punjabi origin as well those of American origin.

Apart from the USA, the Patiala centre has received inquiries evincing interest from England, Germany, the Netherlands and Canada.

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## News from Agricultural Universities

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### HAU-Union Bank Tie-Up

Chaudhary Charan Singh Haryana Agricultural University proposes to tie-up with public and private sector institutions in its efforts to take research from the laboratory to the field.

To begin with the Union Bank of India is reported to have prepared a plan to step up its association with the university by exploiting its research papers and projects commercially. The bank's agro-tech branch, the first of its

kind in the region, is slated to be opened in Fatehabad, near Hisar, soon. The branch will cater to the needs of especially those wanting to set up big mushroom units, poultry farms, etc. Entrepreneurs will not only get easy loans but also technical know-how and assistance from the university.

University scientists and other personnel will thus be at hand to incorporate the latest research into production units.

## ***News from UGC***

### **Countrywide Classroom Programme**

Between 15th December to 31st December, 1994, the following schedule of telecast on higher education through INSAT-ID under the auspices of the University Grants Commission will be observed. The programme is presented in two sets of one hour duration each every day from 6.00 a.m. to 7.00 a.m. and 1.00 p.m. to 2.00 p.m. The programme is available on the TV Network throughout the country.

#### **1st Transmission**

**6.00 a.m. to 7.00 a.m.**

#### **15.12.94**

"Lab Safety"

"Women's Commission - Watchdog of Women's Rights"

"Nature of Teaching"

#### **17.12.94**

"Theories of Heaven"

"Problem Child"

"Blue Green Algae-Biofertilizers"

#### **18.12.94**

"Music and Moods - Part I"

"Treating Patients as Consumers : Consumer Protection Act"

"The Week Ahead"

#### **20.12.94**

"Question Time"

"Burning Bright - Sun - A Viable Energy Option"

"Triumph of Architecture"

#### **22.12.94**

"Lok Adalat - Part I"

"A Debate on Parliamentary Democracy"

#### **24.12.94**

"Mercury Transit"

"Budget Deficits and their Implications"

"Ocean Dynamics"

#### **25.12.94**

"Music and Moods - Part II"

"A Tribute to Joan Miro"

"The Week Ahead"

#### **27.12.94**

"Safety from Electrical Shock"

"Human Genetics - Part I : 46"

"Drilling Body Rocks"

#### **29.12.94**

"Raman the Inspirer"

"Lok Adalat - Part II"

"Deaf Not Mute : A Change in Perspective"

#### **31.12.94**

"A Talk with Prof Anthony Hewish on Pulsars"

"Breaking the Sound Barrier"

"Colours"

#### **IInd Transmission**

**1.00 p.m. to 2.00 p.m.**

#### **15.12.94**

"Interactive Package on New Communication Technology" (Live Telecast)

#### **16.12.94**

"Interactive Package on New Communication Technology" (Live Telecast)

#### **17.12.94**

"Interactive Package on New Communication Technology" (Live Telecast)

#### **18.12.94**

No Telecast

#### **19.12.94**

"Interactive Package on New Communication Technology" (Live Telecast)

#### **20.12.94**

"Interactive Package on New Communication Technology" (Live Telecast)

#### **21.12.94**

"Interactive Package on New Communication Technology" (Live Telecast)

#### **22.12.94**

"The Samanthas - An Anthropovision"

"The Insecteater"

"Health Communication : Obesity"

#### **23.12.94**

"Body Motion Communication - Part I"

"Forest Settlements in Gir"

#### **24.12.94**

"Programme on Management"

"Variations on America - Part II : Three Rags by Eubie Blake"

"The Week Ahead"

#### **25.12.94**

No Telecast

#### **26.12.94**

"The Flying Machine"

"Banking - The Scene Today"

"Coconut Cultivation - Part I"

#### **27.12.94**

"Electrochemistry"

"ETV in Japan"

"Human Chromosome Abnormalities"

#### **28.12.94**

"Extending Edges of Technology"



"The Indian Public Service Commissions - Their Role and Functions"

"Energy Flow - Part I : A Handful of Energy"

**29.12.94**

"High Voltage Electrical Engineering"

"Divine Hues : Nathdwara Paintings"

"Art of Translation"

**30.12.94**

"Body Motion Communication - Part II"

"Scenic America : New Orleans"

**31.12.94**

"Behind the Mask"

"Variations on America - Part III : The Music of George Gerhwin"

"The Week Ahead"

**Hindi Telecast**

प्रातः 6.00 से 6.30 बजे तक

**16.12.94**

"कबीर बानी -- भाग 3"

"इट्स नेवर टू लेट"

**19.12.94**

"साक्षरता"

"कथा-व्यथा"

**21.12.94**

"रेवतीसरन शर्मा से इतिजार हुसेन की बातचीत"

**23.12.94**

"कबीर बानी -- भाग 4"

"चिपकाई"

**26.12.94**

"मरुरेशम -- भाग 1"

"सामूहिक विवाह"

**28.12.94**

"कैक्टस"

"श्रमरत नन्हे हाथ"

**30.12.94**

"ब्लू पॉटरी एक कला"

"शैवाल एक जैविक उर्वरक"

## ***News from Abroad***

### **Institute of Indic Research**

The first institute in Europe dedicated solely to the study of India's cultural and scientific traditions and their applications to the contemporary world will open in January 1995 at the Cambridge University. To be named as the Dharam Hinduja Institute of Indic Research, it will draw on sources of Indian knowledge from the Vedic tradition originating more than 3,500 years ago.

Mr Srichand P. Hinduja, chairman of the Hinduja founda-

tion said, "The purpose of this institute is not only to research the ancient Vedic traditions, but to find ways to make this rich treasury of philosophical, scientific and practical wisdom relevant to the daily lives and problems of mankind. In recent years in Europe as well as in the United States, these teachings have attracted renewed interest".

The Institute at Cambridge will be a part of the Centre for Advanced Religious and Theo-

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logical Studies, which was recently established by the faculty of divinity in the University of Cambridge to explore the present significance — social, ethical and cultural — of religious traditions worldwide today. It follows Dharam Hinduja Indic research centres in Delhi and at Columbia University, in New York city.

Special links will be established by the institute with these centres, and also with the School of Oriental and African Studies (SOAS) at the University of London. The centre at Columbia is similarly linked to Harvard and Brown universities in the United States. The first director of the institute will be Mr Julius Lipner, lecturer in Indian and the comparative study of religion at Cambridge.

Professor David Ford, professor of divinity at Cambridge said, "We will now be able to get this research programme off to a marvellous start. We are absolutely delighted with this generous benediction, and hope that our efforts will attract the support of the wider philanthropic community for this unique and timely initiative".

"The divinity faculty's Indic research institute is a major development", noted Sir David Williams, vice-chancellor of the university, "not only for Cambridge, but for religious and theological studies everywhere. The Dharam Hinduja Institute will be a clear demonstration in the university of the centre's work, and we are immensely grateful for the Hinduja foundation's support".

### **French Institute to Admit Indian Students**

The world famous L'Ecole Polytechnique of France has, for the first time, opened its doors to Indian students to mark the

bicentenary celebrations of the school under an agreement signed this week with the Indian Institute of Science, Bangalore. The agreement was signed by the Director of the IISc, Dr G. Padmanabhan, and Mr Henri Marescaux, director-general of the Polytechnique who is leading a high-level delegation of the school's alumni and French industrialists to India as a part of the celebration.

Under the agreement, selected students from IISc will be able to undertake graduate work in

the L'Ecole Polytechnique. The two institutions will also exchange scholars and researchers and undertake joint research projects.

The school which was traditionally open only to the French citizens started admitting other Europeans recently. India is the first country in Asia which can now send students to this school which was founded during the French revolution and whose graduates include the former French President, Mr Valery Giscard L'Extaing.

### **Malcolm Adiseshiah Passes Away**

Dr. Malcolm S. Adiseshiah, educationist, economist and institution-builder, died in a Madras hospital in the early hours of November 21 after a brief illness.

He was the Deputy Director-General of UNESCO; the Vice-Chancellor of Madras University; Member of the Rajya Sabha; a founder-trustee of the India International Centre, New Delhi; and the founder and Chairman of the Madras Institute of Development Studies.

Born on April 18, 1910, Dr. Adiseshiah had his education at Vellore; the Loyola College, Madras; the King's College, Cambridge; and the London School of Economics and Political Science, where he obtained his doctorate in economics. He began his career as a Lecturer in Economics at the St. Paul's College, Calcutta, and went on to become Professor of Economics at the Madras Christian College, Tambaram.

In 1946, Dr. Adiseshiah joined the World University Service in Geneva; and in 1948 began his long and distinguished association — at the invitation of

Julian Huxley — with UNESCO: an association which was to culminate with his retirement, in 1970, as UNESCO's Deputy Director-General. In 1970-71, he founded the Madras Institute of Development Studies. He was the MIDS' first Director, and remained the Chairman of its Governing Council till the end. From 1975 to 78 Dr Adiseshiah was the Vice Chancellor of Madras University.

All his life he was engaged in the delicate and difficult task of creating a liberal and humanist framework within which institutions could grow and flourish. He was a member of the Central Advisory Board of Education, the Indian National Commission for Co-operation with UNESCO, the Indian Council of Social Science Research, the National Council of Educational Research and Training, and the National Council of Teacher Education. He was the president of the Indian Adult Education Association and the Vishwayuvak Kendra.

The Padma Bhushan was conferred on him in 1976.

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## BOOK REVIEW

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### An Excellent Treatise

N.L. Mitra\*

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**G. Mishra. Right to Privacy in India. Delhi, Preeti Publications, 1994. Pp. 205. Rs. 320, \$ 30.**

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One of the essential features of a legal discourse is that it is definitional in nature. True to this understanding, the author started his discourse with a definitional coverage on the right to privacy. Like a merciless analytical jurist, the author has critiqued on all known definitional efforts of both Eastern and Western philosophy while agreeing to the explanation of the term provided by the author's teacher himself when he suggested in a symposium "that the quintessence of privacy lies in the idea of exclusion". The author very rightly observed that "privacy is not one concept but many". He in his scholastic arguments explained the overtone of the broader definition given by the Nordic Conference in May 1967 to this term. According to the Conference, "privacy means the right of the individual to lead his own life protected against: (a) interference with his private, family and home life; (b) interference with his physical and mental integrity or his moral or intellectual freedom; (c) attacks on his honour or reputation; (d) being placed in a false light; (e) the dis-

course of irrelevant, embarrassing facts relating to his private life; (f) the use of his name, identity or likeness; (g) spying, prying, watching and besetting; (h) interference with his correspondence; (i) misuse of his private communication, written or oral and (j) disclosure of information given or received by him in circumstances of professional confidence". The list of activities affecting privacy is exhaustive but it did not lead to a common definitional understanding because, as rightly pointed out by the author that 'privacy' emanating from private life is highly culture-specific. Though some common conceptual understanding is not impossible, right to privacy, its degree, extent and tenor depend upon the cultural cleavage in any social system. Ultimately, the author did not think it proper to make for himself any definitional frame. He, however, observed, "the end of legal system is to sustain people to promote their welfare and happiness and not to suffocate them, make them annoyed, embarrassed or unhappy". Keeping that in view, the author thinks, "it may not be difficult to identify 'exclusions' which are calculated to protect individuals from annoyance, embarrassment and shame, etc, in a given society at a

particular time". Therefore, the author rightly concludes that 'right to privacy' is a relative concept and not an absolute one.

In Chapter 2 of the book, the author has tried to explain 'privacy' through instances of examples and prescriptions from ancient Indian literature and from Islamic code. He has quoted number of *sloka* on the issue at random. In case the purpose of the author is to convince that the concept of 'privacy' was existing in the ancient India, he has succeeded. It has almost become a fashion for Indian scholars to trace all universal principles in ancient Indian literature. The author is no exception. It is to be noted that the book under review is the output of a research work of the author. Like all other analytic studies, the author has also tried to look at the ancient Indian literature. But this chapter is weakest in the book. It is neither a scientific attempt of Indological study nor an enterprise to develop a philosophic understanding about the conceptual growth of the right through the ages. The author was interested to quote any example from literature and law to show privacy in habitation, sex and interpersonal behaviour. There is, of course, an over-emphasis on examples of privacy in sex relations. The author could have developed a systematic growth of the idea of privacy in Brahminical literature through the ages. Since the author has collected a good quantity of data, he may profitably venture, in future, a study on the depth and dimension and the growth of the concept in ancient Indian legal philosophy.

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The author has discovered instances of customary convention relating to privacy in construction of houses in Kautilya's *Arthashastra* though he argues that such conventions must have been formulated earlier. The author has very lucidly analysed decisions of various High Courts in identifying customary conventions on privacy. The author has very ably analysed these court decisions especially regarding construction of houses in view of the right to privacy as the Court held in *Gokal Prasad* (ILR 10 All (1888) 358 at 387) that "an owner of a house has good cause of action where there is substantial interference with the right of privacy". In *Chintala Krishnamurthy v. Uppala Rajlingam* (AIR 1980 AP 69), it was observed that "where a person alleges that another has infringed his right of privacy, he has to establish that a customary right of privacy exists and that he is individually or as a member of a particular class entitled to claim such a right". Cases are arranged in this chapter in such a manner that the evolution of the approach of the judiciary can be well understood. In fact, in number of cases the court in recent times did not use the test of "that portion of a house where ladies of a family ordinarily reside" (see *Brahmanand v. Lala Jagadish Prasad*, AIR 1963 All 340). It is also interesting to note the variations in the approaches on this issue by different High Courts. The distinction of moral and human approach to privacy with the religious and communal approach has been rightly made. As early as in 1935, the Chief Justice of Allahabad High Court observed that "the right of privacy, based on social customs and *purdah* system is quite different from the right of privacy based on natural

and human morality, that the latter is not confined to any class, creed, colour, or race and it is the birth right of human being and is sacred and should be observed." The author took instances of decisional law from most of the High Courts but could not mention and Privy Council or Supreme Court case. The author very rightly came to the conclusion that "if field work is undertaken, it is definite that enormous customs will surface protecting the right to privacy". It is rightly observed that "moral aspects of an individual life overwhelmingly influenced what we understand today is legal system."

'Privacy' started getting the attention of the law makers and soon became an important statutory right. The author has explained the development of trespass laws on the ground of violation against right to privacy. Some of the statutory rights to privacy have been examined in detail, such as, (a) inviolability of family life and home; (b) trial in camera; (c) inviolability of mails and messages; (d) prohibition against disclosure of information received as a professional; (e) customary of religious choice; (f) right to secrecy in exercising vote; (g) inviolability of person including right not to be hand-cuffed. At the end, the author has observed that "regard being had to the various provisions of the Indian legal system regulating different aspects of human life, it is evident that the system ensures inviolability of person by protecting him against any unlawful interference with his mental and physical integrity. He is protected against any form of vexation and annoyance".

Finally, the author has exam-

ined the right to privacy in the context of constitutional law and legal development in India. The author has analysed the way the Supreme Court expanded the meaning of Art. 21 of the Constitution in order to extend all that are necessary 'to live with dignity'. The author has explained the attributes of dignity as understood by the court in three requirements, viz., (1) essentials to sustain life; (2) human behaviour; and (3) education. In this chapter, the author has extensively quoted from judgements of the Supreme Court. It would have been really educative had the author cited the decisions chronologically to make one understand the evolution in the sense of understanding of the apex court. But rightly, the author identifies various influences and interests. He has pointed out the limitations in understanding various rights in disassociated form.

The book is excellently written and is an addition to the expanding knowledge in the area of constitutional law. The chapter on *Privacy: a Constitutional Right* must be read by all constitutional scholars.

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## A list of doctoral theses accepted by Indian Universities

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##### Drawing & Painting

1. Agnihotri, Vishnu Prakash. *Jabalpur Jila ke Kalchuri murtikala ke abhushan avam sajseja ka adhyayan*. Indira Kala. Dr U C Misra, Dean, Faculty of Visual Arts, Indira Kala Sangit Vishwavidyalaya, Khairagarh.

2. Gupta, Jagdish Prasad. *Pauranik sahitya mein varnit chitrakala*. Indira Kala. Prof Gopal Madhukar Chaturvedi, 5, Staff Quarter, Bankey Lal Nagar, G T Road, Aligarh.

3. Rajesh Singh. *Chamba ke rumalon ka kala valbhav*. Indira Kala. Dr Ram Kanwar, Head, Department of Painting, D A V College, Kanpur.

4. Singh, Pramila. *Bhartiya punrajagan shaili : Tagore School ke kalakaron mein Shallendra De kee kalakritiyon ka sameekshatmak adhyayan*. Indira Kala. Dr S B Agrawal, Lecturer, A U 12, Chak, Zere Road, Allahabad.

##### Music

1. Bhandari, Sanjeev Indrasingh. *Bhakti kaleen pramukh Hindi kaviyon ke rachnayon mein prayukta sangitik shabdavaliyon ka vishleshnatmak adhyayan*. Indira Kala. Dr R S Jaiswal, Head, Department of Musicology, Indira Kala Sangit Vishwavidyalaya, Kairagarh.

2. Bhardwe, Manoranjana. *Vartman pariprekahya mein tantri vadon ke parampara mein sitar ka mahatva : Ek vishleshnatmak adhyayan*. Dayanand.

3. Devinder Kaur. *Uttar Bhartiya vishwavidyalayon mein sangeetshikshan vidhi tatha man nirdharan kee prakriya : Ek vishleshnatmak adhyayan*. Indira Kala. Prof I Chakravarti, Dean, Department of Performing and Visual Arts, Himachal Pradesh University, Shimla.

4. Ghosh, Sangeeta. *Bhairav ang evam kalyan ang*. Indira Kala. Dr A C Chaubey, Head, Department of Vocal Music, Indira Kala Sangit Vishwavidyalaya, Khairagarh.

5. Syal, Sudesh. *Santhagat sangeetshikshan ko Pt Vishnu Digambar Paluakar ka yogdan : Ek vishleshnatmak mulyankan*. Indira Kala. Prof I Chakravarti, Dean, Department of Performing and Visual Arts, Himachal Pradesh University, Shimla.

##### Dance

1. Singh, Mendvi. *Guru Lachhu Maharaj ke jeewan evam katthak nritya mein unka yogdan*. Indira Kala. Dr P D Ashirwadani, Rajfamily Ward, Khairagarh.

#### Language & Literature

##### English

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##### German

1. Mazumdar, Shesweti. *Lion Fauchtwangers Beschäftigung mit der Indischen Kolonialgeschichte Von Warren Hastings governor von Indien zu Kalkutta, 4 mai*. JNU. Prof Anil Bhatti, Centre of German Studies, Jawaharlal Nehru University, New Delhi.

2. Naithani, Sadhana. *Politik der Liebe : Eine interpretative studie der darstellung der frau mann beziehung in Deutschen Volksliedern vom 17 bis 19 jahrhundert*. JNU. Dr Rajendra Prasad Jain, Centre of German Studies, Jawaharlal Nehru University, New Delhi.

##### French

1. Jyoti Reddy, V. *L'expression écrite : Une exploration des strategies pour la perfectionnement De L'écrit Des apprenants De Niveau II*. CIEFL. Prof V S S Sastry, Department of French, Central Institute of English and Foreign Languages, Hyderabad.

##### Sanskrit

1. Agrawal, Sadhna. *Sanskrit ke geet kavyon mein lalit kalayen*. Indira Kala. Dr Ramakant Shukla, Lecturer, Depart-

ment of Samskrit, Indira Kala Sangit Vishwavidyalaya, Khairagarh.

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3. Gayathri, K.V. Critical studies on the nature and meaning of the sentence from the view points of vyakarana, nyaya and mimamsa. Bangalore. Dr K. Rajagopalachar, Prof (Retd), No 684, 11th 'A' Main, Vth Block, Jayanagar, Bangalore.

4. Geethamony Amma, S. Sarvavedanta Siddhanta Sara Sangraha : A study. Kerala. Dr R. Karunakaran, Centre for Vedanta Studies, University of Kerala, Trivandrum.

5. Mishra, Basudev. A study on cult of Lord Jagannath with special reference to Niladri Mahodaya. Jagannath. Dr Braja Kishore Swain, Reader and Head, Department of Dharmashastra, Shri Jagannath Sanskrit Vishwavidyalaya, Puri.

6. Pandey, Awadhesh Nath. Sanskrit natya sahitya mein suksmaavidhan : Pramukh natyakaron ke vishisht sandarbh mein. Punjabi. Dr Inder Mohan Singh, Department of Sanskrit, Punjabi University, Patiala.

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**Pali**

1. Anand, Manish. Abhidhamm sahitya cha manassastriya adhyayan. Nagpur. Dr B.B. Lokhande, Department of Pali and Prakrit, Nagpur University, Nagpur.

**Punjabi**

1. Charanjit Kaur. Punjabi kissa kavi noon kissakar Bhagwan Singh de den. Punjabi. Dr Gurdev Singh, Department of Punjabi, Punjabi University, Patiala.

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3. Nasib Singh. Dr Harcharan Singh de natakan da alochanatmak adhyayan. Punjabi. Dr Satish Kumar Verma, Department of Punjabi, Punjabi University, Patiala.

**Hindi**

1. Ali Mohammad. Hindi Reportaz : Parampra mulyankan. Jamia. Prof Majida Asad, Department of Hindi, Jamia Millia Islamia, New Delhi.

2. Chhattarpal, Saraswat Radheshyam. Ramdarsh Mishra ke kahaniyon mein yatharth chetna aur mulya-bodh. N

Gujarat. Dr N.N. Goswami, Arts and Commerce College, Ellisbridge, Ahmedabad.

3. Gautam, Archana. Adhunik Hindi upanyasik lekhhikayon mein nagariya parivesh ka chitran. Baroda.

4. Jayalakshmi, Kintali Kameswari. Saptak - Traya mein adhunikata. Andhra.

5. Mishra, Sandeep Kumar. Pramukh chhayavadottar kaviyon ke kavya mein bimb vidhan ka anusheelan. Ghasidas. Dr S.C. Shukla, Department of Hindi, C.M. Dube College, Bilaspur.

6. Naik, Laxman Prasad. Jaishankar Prasad ke kavyon ka saundarya shastriya vivechan. D. Litt. Sambalpur. Dr Arjun Satapathy, Head, Department of Hindi, S.G. Women's College, Rourkela.

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3. Mishra, Padum Nath. *Chhattisgarh ke Kalchuri kaleen murtishilpa main nayika murtiyan.* Indira Kala. Dr S R Sharma, Head, Department of History of Indian Arts Culture, Indira Kala Sangit Vishwavidyalaya, Khairagarh

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**1. PROFESSORS (2 Nos)** (Rs. 4500-7300): Upper Age limit 50 years: One each in (a) Computer Applications/Computer Engineering, and (b) Fuel Engineering.

**QUALIFICATION :** Ph.D. with first class Bachelor's OR Master's degree in Engg./Tech. OR Ph.D. with first class in M.Sc. in appropriate branch. He must be an eminent scholar with published work OR high quality research and must possess at least ten years experience in teaching/industry/research, out of which 5 years must be at the level of Assistant Professor OR equivalent.

**2. ASSISTANT PROFESSOR (2 Nos)** (Rs. 3700-5700) in the Department of Engineering & Mining Machinery: Upper Age Limit 45 years. One each in (a) Electrical Engineering; and (b) Mechanical Engineering.

**QUALIFICATION :** M.Tech. with first class in Bachelor's Degree in Electrical Engineering for (a) and M.Tech with first class in Bachelor's Degree in Mechanical Engineering OR Mining Machinery for (b).

**COMMON TO BOTH :** A Ph.D. degree in Engineering is desirable. Five years experience in teaching/industry/research

### Bharateeya Sanskriti Prabodhini's Gomantak Ayurveda Mahavidyalaya & Research Centre Shiroda - Goa 403 103 Approved by Central Council of Indian Medicine - Delhi and Affiliated to Goa University

REF/GAM/OUT/258

Date - 17-11-94

#### ADVERTISEMENT

Bharateeya Sanskriti Prabodhini invites applications for the post of Principal for their GOMANTAK AYURVED MAHAVIDYALAYA & RESEARCH CENTRE at Shiroda, Goa.

**Qualifications:** Postgraduate in Ayurveda with 10 Years teaching experience.

**Previous Experience** of Principalship if any will be considered. Candidate should be registered under Maharashtra Medical Practitioners Act 1961.

**Scale of pay and conditions of service** as prescribed by CCIM, Goa University & Goa Government.

Applications complete in all respect along with all certificates should reach the Secretary within 15 days from the date of this advertisement.

Appointment will be made subject to approval by the Goa University. Candidates will have to attend the interview at their own cost.

PRESIDENT



at the appropriate level. Candidates from industry/profession with recognised professional work equivalent to Master's degree may be considered.

**AREA OF SPECIALISATION :** (a)

**Electrical Engineering:** Control System Engineering/Mine Mechanisation/Mine Electrical Engineering. (b) **Mechanical Engineering/Mining Machinery.** Fluid Mechanics/Fluid Machinery/Thermal Engineering/Machine Design/Machine dynamics/Mining Machinery.

**3. LECTURER** (Rs. 2200-4000) in the Department of Engineering and Mining Machinery : Upper Age Limit 35 years.

**QUALIFICATION :** First Class Bachelor's degree in appropriate branch of Engineering OR Technology, preferably with a Postgraduate degree in Line. Qualifying in All India Examination such as GATE OR equivalent.

**AREA OF SPECIALISATION :** Control System Engineering/Electrical Machines/Power Systems/Mine Mechanisation.

**4. ASSISTANT REGISTRAR** (Rs. 2200-4000) : Upper Age limit 35 years.

**QUALIFICATION :** A Postgraduate degree with at least 55% marks OR its equivalent grade with 5 years experience of working in a University Office or Institution of repute in the areas of Administration, Accounts, Audit, Academic. Educational qualifications relaxable upto Graduation for internal candidates.

tution of repute in the areas of Administration, Accounts, Audit, Academic. Educational qualifications relaxable upto Graduation for internal candidates.

**GENERAL INFORMATION**

(1) The number of posts are subject to change at the time of Selection. (2) The pay scales for all the above posts carry DA and other allowances as per Central Govt. Rules. (3) Prescribed application forms may be obtained from the office of the Registrar, Indian School of Mines, Dhanbad by hand or by sending crossed IPO/ISM Cash Receipt of Rs. 25/- (Rs. 10/- for SC/ST)

inclusive of application fee in favour of Registrar, Indian School of Mines, Dhanbad alongwith a self addressed envelope of size 30 X 12 CM affixing postage stamp of Rs. 9/- only. (4) Last date for issuing blank application form is 31.12.1994. Last date for receipt of complete application with relevant enclosures in the office of the Registrar, Indian School of Mines, Dhanbad is 31.01.1995. (5) Canvassing in any form will be treated as a disqualification.

**Gurdayal Prasad  
REGISTRAR (ACTG)**



**INDIAN COUNCIL OF  
PHILOSOPHICAL RESEARCH**

**Rajendra Bhavan, 4th Floor  
210, Deen Dayal Upadhyaya Marg  
New Delhi-110 002**

**FELLOWSHIPS 1995-96**

Applications are invited for the award of **Senior Fellowships, General Fellowships, Junior Research Fellowships, Short-term Fellowships, Residential Fellowships and Fellowships for Preparing Learning Material** from eligible scholars.

Details of the fellowships and the application forms can be obtained by sending a self-addressed Rs. 3.00 stamped, 25 cm x 11 cm envelope to the **Programme Officer** on or before **January 31, 1995**. The completed applications should reach by **February 28, 1995**. The Council reserves the right to consider the name of any person for the award of a fellowship though he/she may not have applied.

davp 936(3)94



**NATIONAL MUSEUM INSTITUTE OF HISTORY OF ART,  
CONSERVATION AND MUSEOLOGY (NMIHACM)**

C/o National Museum, Janpath, New Delhi-110011

**(A DEEMED UNIVERSITY)**

Applications are invited for filling up one post of **SLIDE LIBRARIAN** in the scale of pay Ra.2000-3500 as per description given below :

**1. Essential Qualification :** (i) Master's Degree in History of Arts/Fine Arts/Ancient Indian History & Culture/Archaeology or equivalent degree from a recognised university. (ii) At least three years' experience of working in a Library of repute in the scale of pay Rs.1400-2600/Rs.1640-2900.

**2. Desirable Qualification :** (i) Bachelor's degree in Library Science/Library and Information Science or equivalent degree of INSDOC or other from a recognised university. (ii) Knowledge of Accessioning, Cataloguing and Issuing Slides, Video films, Micro-films, etc. and similar experience of working in Government/Semi-Government/Educational Institutions/Universities, etc.

**3. Method of Recruitment :** Direct recruitment failing which by transfer/transfer-on-deputation or short-term contract.

**4. Age limit for direct recruitment :** 35 years (5 years relaxable for SC/ST candidates)

The application on plain paper with complete bio-data giving full details of name, address, date of birth, educational qualifications and experience, alongwith application fee of Ra. 20/- through Demand Draft (crossed in favour of NMIHACM, New Delhi and payable at New Delhi should reach the **REGISTRAR, NATIONAL MUSEUM INSTITUTE OF HISTORY OF ART, CONSERVATION AND MUSEOLOGY, C/O NATIONAL MUSEUM, JANPATH, NEW DELHI-110011** **WITHIN 20 DAYS** from the date of publication of this advertisement. Persons already in employment should send their applications through proper channel.

**NOTE :** The essential qualifications and other requirements laid down herein are relaxable by the Selection Committee and ratified, for reasons to be recorded in writing by the competent authority of the Institute.

davp 1151(6)94

# INDIAN SCHOOL OF MINES

DHANBAD - 826004

(A DEEMED UNIVERSITY UNDER UGC ACT)

## ENTRANCE EXAMINATION NOTIFICATION - 1995

An all India Entrance Examination will be held for admissions to **B.Tech.** and **M.Sc. Tech.** programmes for 1995-96 session on **May 7, 1995 (SUNDAY)** from 9.30 A.M. to 1 P.M.

**LIKELY CENTRES OF EXAMINATION :** Allahabad, Bangalore, Baroda, Bhagalpur, Bhopal, Bokaro, Bombay, Calcutta, Chandigarh, Cochin, Cuttack, Delhi, Dhanbad, Durgapur, Faridabad, Gauhati, Gaya, Hyderabad, Jamshedpur, Kanpur, Kharagpur, Lucknow, Madras, Muzaffarpur, Nagpur, Patna, Ranchi, Rourkela, Siliguri, Udaipur, Varanasi, Vishakhapatnam. [a] **4-YEAR B. TECH. PROGRAMME (FORM-A)** in Mining Engineering, Petroleum Engineering, Mineral Engineering and Mining Machinery. **ELIGIBILITY** - Qualified in final examination of 10+2 system or equivalent with Physics, Chemistry and Mathematics. **AGE:** Born between October 1, 1974 and September 30, 1979. [b] **3-YEAR M.SC. TECH. PROGRAMME (FORM-B)** in (a) Applied Geology (b) Applied Geophysics. **ELIGIBILITY** for (a) Applied Geology - Qualified in final examination in B.Sc. (3 year course) with Geology as Hons. subject and any two subjects out of Physics, Chemistry and Mathematics and for (b) Applied Geophysics - Qualified in final examination in B.Sc. (3 year course) with Physics as Hons. subject, Mathematics and anyone out of Chemistry, Geology, Statistics, Electronics, Computer Science. **AGE:** Born not before July 1, 1971. [c] **3-YEAR CONDENSED B.TECH. PROGRAMME (FORM-C)** in Mining Engineering. **ELIGIBILITY** - Diploma in Mining and Mine Surveying after School Final/Higher Secondary examination with one year industrial experience after Diploma. No age limit. **CANDIDATES APPEARING IN QUALIFYING EXAMINATION BY JUNE 1995 ARE ALSO ELIGIBLE.**

**UPPER AGE LIMIT RELAXABLE BY 5 YEARS FOR SC/ST CANDIDATES. 15% SEATS ARE RESERVED FOR SC AND 7½% FOR ST CANDIDATES.**

**ISSUE OF APPLICATION FORMS :** January 9, 1995 to February 18, 1995 on one time payment of Rs. 200/- (Rs. 100/- for SC/ST Candidates) towards application, registration and processing fee from following branches of **CANARA BANK:** **AP:** HYDERABAD (Abid Road), **VISHAKHAPATNAM** (Surya Bag), **ASSAM:** GAUHATI (Fancy Bazar), **BIHAR:** BHAGALPUR, **BOKARO STEEL CITY,** **DHANBAD** (Saraidhella), **GAYA** (Bajaja Road), **JAMSHEDPUR** (Bistupur), **MUZAFFARPUR,** **PATNA** (Exhibition Road), **RANCHI** (Doranda), **DELHI:** NEW DELHI (Parliament Street), **GUJRAT:** AHMEDABAD (Bhadra), **HARYANA:** FARIDABAD (New Industrial town), **KARNATAKA:** BANGALORE (Town Hall, J.C. Road), **KERALA:** COCHIN (Mattancherry), **MAHARASHTRA:** BOMBAY (Fort), **NAGPUR** (Walker Road), **M.P.:** BHOPAL (Berasala Road), **ORISSA:** CUTTACK (Choudhary Bazar), **ROURKELA,** **PUNJAB:** CHANDIGARH (Sector 17-B), **RAJASTHAN:** JAIPUR (M.I. Road), **TAMIL NADU:** MADRAS (Karim Mansion, Mount Road), **U.P.:** ALLAHABAD (Civil Lines), **KANPUR** (The Mall), **LUCKNOW** (Hazratganj), **VARANASI** (Bans Phatak), **W.B.:** CALCUTTA (5, A.J.C. Bose Road), **DURGAPUR** (R.H. Benachity). **BANKS** will sell forms from **COUNTERS ONLY** and **NOT BY POST.** Application forms can also be obtained from the office of the **DEPUTY REGISTRAR (ACADEMIC)** **BY POST ONLY** upto 15 February'95 on sending an A/c payee Bank Draft for Rs. 200/- (Rs. 100/- for SC/ST candidates), drawn in favour of the Registrar, I.S.M., Dhanbad, payable at S.B.I., I.S.M. Campus Branch alongwith a self addressed stamped envelope for Rs. 10/- of size 25cm x 12.5 cm specifying the course clearly.

**LAST DATE FOR RECEIPT OF COMPLETED APPLICATION : FEBRUARY 18, 1995.**

**REGISTRAR**



## CENTRE FOR DISTANCE EDUCATION UNIVERSITY OF HYDERABAD

(A Central University established under an Act of Parliament)  
P.O. Central University, Hyderabad-500 134.

### ADMISSION NOTIFICATION

The University invites applications from eligible candidates for admission to the following job-oriented Programmes of Study to be offered THROUGH DISTANCE MODE during 1994-95:

1. P.G. Diploma in Computer Science (PGDCS)
2. P.G. Diploma in Planning and Project Management (PGDPM)
3. P.G. Diploma in Environmental Education and Management (PGDEM)
4. P.G. Diploma in Translation Studies (PGDTS)

Each of the above Programmes is of ONE YEAR duration. Graduates from any recognised Indian University in any discipline are eligible for the above Programmes. The medium of instruction and examinations is ENGLISH only.

On successful completion of these diplomas, the students are expected to find themselves in the vortex of employment with numerous Public Sector Undertakings, Banks, Central Boards, National Commissions, Central and State funded projects as translation officers, computer operators, research assistants, etc.

Admission will be made strictly on the basis of MERIT. There will be NO ENTRANCE TEST.

The University will be admitting only a limited number of students to the above Programmes. Reservation in respect of candidates belonging to SC/ST/PH categories exists. Other details like programme fee, study schedule, practical schedule, contact classes, course delivery schedule etc., can be found in the PROSPECTUS.

Cost of PROSPECTUS-cum-APPLICATION FORM : Rs. 60/- (by hand) and Rs. 70/- (if by post).

Sale of application forms to begin from 21.11.1994

Last date for submission of filled-in applications : 20.12.1994

PROSPECTUS-cum-APPLICATION FORM can be had from the office of the Deputy Registrar (Distance Education) in the University Campus, Gachibowli OR from the 'Golden Threshold' premises of the University located on Nampally Station Road. Requests for supply of applications by post should be addressed to the Deputy Registrar (DE), University of Hyderabad, Central University P.O., Hyderabad-500134, accompanied by a crossed demand draft for Rs. 70/- drawn in favour of the Registrar, University of Hyderabad, on any nationalised bank payable at Hyderabad.

Applications received after due date are liable to be rejected.

DE/ADMS/02/94-95

REGISTRAR

EMPLOYMENT OPPORTUNITIES